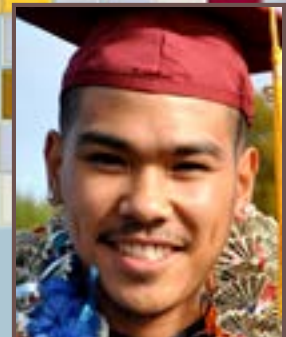


DE ANZA COLLEGE



Institutional Self-Evaluation Report
in Support of Reaffirmation of
Accreditation
2017



DE ANZA COLLEGE



**Institutional Self-Evaluation Report in
Support of Reaffirmation of Accreditation 2017**

Submitted by:
De Anza College
21250 Stevens Creek Blvd
Cupertino, CA 95014

To:
Accreditation Commission for
Community and Junior Colleges
Western Association of Schools and Colleges

August 2017

Certification of the Institutional Self-Evaluation Report

June 12, 2017

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

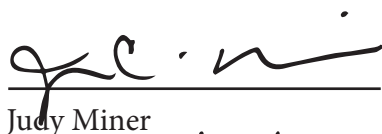
From: Dr. Brian Murphy, Chief Executive Officer
De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. I certify there was effective participation by the campus community, and I believe the Institutional Self-Evaluation Report accurately reflects the nature and substance of this institution.

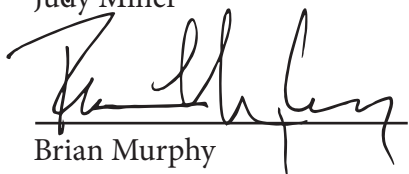
Signed:


Laura Casas

President, Board of Trustees


Judy Miner

Chancellor, Foothill-De Anza Community College District


Brian Murphy

President, De Anza College


Mallory Newell

Accreditation Liaison Officer

Mallory Newell

Supervisor, Institutional Research and Planning


Mayra Cruz

President, Academic Senate


Karen Hunter

President, Classified Senate


Dylan Kim

President, DASB

De Anza College Mission

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking



De Anza College Values

Integrity

We embrace honesty, credibility, clear communication and acting on our stated values. We strive to acknowledge and address issues that may be difficult to broach. The college's ability to fulfill its mission depends on a college community in which everyone feels included, respected and safe.

Innovation

In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative, flexible, imaginative and inventive, and to prepare to contribute to a world that will demand skills and competencies not yet in view.

Equity

We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

Developing the Human Capacity of All Students

We will provide support in six key factors of student success. Our students will be:

- *Directed*, with a goal and the knowledge of how to achieve it.
- *Focused*, staying on track to achieve that goal.
- *Nurtured*, feeling that we want to, and do, help them to succeed.
- *Engaged*, actively participating in class and extracurricular activities.
- *Connected*, feeling that they are part of the college community.
- *Valued*, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

Institutional Core Competencies

Our students will be able to demonstrate knowledge, skills and attitudes in the following five areas:

- Communication and Expression
- Information Literacy
- Physical/Mental Wellness and Personal Responsibility
- Civic Capacity for Global, Cultural, Social and Environmental Justice
- Critical Thinking

Civic Engagement for Social Justice

We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights.



Table of Contents

Mission	i
Values	ii
Introduction	1
Campus Map	7
Educational Master Plan 2015–2020 - Fall 2016 Update	9
Student Achievement Data	13
Organization of the Self-Evaluation Process	46
Eligibility Requirements	63
Commission Policies	70
Federal Regulations	81
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	101
Standard I.A: Mission	101
Standard I.B: Assuring Academic Quality and Institutional Effectiveness	114
Standard I.C: Institutional Integrity	137
Standard II: Student Learning Programs and Support Services	155
Standard II.A: Instructional Programs	155
Standard II.B: Library and Learning Support Services	189
Standard II.C: Student Support Services	200
Standard III: Resources	217
Standard III.A: Human Resources	217
Standard III.B: Physical Resources	246
Standard III.C: Technology Resources	254
Standard III.D: Financial Resources	270

Standard IV: Leadership and Governance	301
Standard IV.A: Decision-Making Roles and Processes	301
Standard IV.B: Chief Executive Officer.....	317
Standard IV.C: Governing Board	328
Standard IV.D: Multi-College Districts or Systems.....	350
 Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review	 363
 Quality Focus Essay	 367
 Appendix: Evidence for Standards	 375



INTRODUCTION

LEARNING CENTER



History of De Anza College

De Anza College, celebrating its 50th anniversary, is an institution dedicated at its core to diversity and to a multicultural learning environment. The college decided in a collective focused planning process in 2005, and reaffirmed in 2015 through the Educational Master Plan, to reach out to historically underserved students across the South Bay, to address student retention and success, to ensure cultural competence and to build community collaborations.

Central to these community collaborations is work to engage students in civic learning and democratic practice to become active citizens. The 66 degrees, 85 certificates and 1,655 courses offered at the college attest to its depth, its breadth and its range of options. Basic skills courses and support provide new opportunities for students who have been underserved by their previous educational experiences.

De Anza was established in Cupertino on Sept. 11, 1967, as the Foothill Junior College District worked to meet local community demand for a second campus. Planning for De Anza began soon after the district's first campus, Foothill College, launched in temporary quarters in 1958 and filled to capacity after moving in 1961 to its permanent location in Los Altos Hills. Just four years after approving a \$10.4 million bond measure for Foothill, community members readily voted in favor of a second bond measure, in the amount of \$14 million, to build De Anza College.

De Anza was constructed on 112 acres of what was once a turn-of-the-century wine-producing estate that the district purchased for \$1.1 million. Guiding principles for the new college called for creating an “open door” institution to serve students with a wide variety of abilities, aptitudes and interests; an atmosphere of “friendly informality between faculty members and students”; and a campus that conveyed a sense of “quiet dignity” and “higher learning.” By the time students arrived for the first fall classes, the college was almost completed. From 3,000 students in its first year, De Anza College in 2016 serves more than 21,000 students. Students, faculty and staff reflect the highly diverse ethnicities, cultures and backgrounds that comprise contemporary Silicon Valley.

The Foothill-De Anza Community College District service area encompasses Cupertino, Sunnyvale, Palo Alto, Mountain View, Los Altos, Los Altos Hills, and parts of Saratoga and San Jose. Its boundaries are contiguous with the Fremont Union and Mountain View-Los Altos Union high school districts. De Anza's influence extends far beyond its immediate service area into many historically underserved lower-income communities in east and south San Jose and East Palo Alto. It reaches out to and draws students widely from throughout the region and internationally with its extensive educational offerings, reputation for student success and supportive environment. De Anza has the largest enrollment of any community college in the region and is a significant educational, cultural, social and economic resource for all of Silicon Valley.

Learning at De Anza College takes place in state-of-the-art facilities made possible by two bond measures: Measure C for \$490.8 million was approved by district voters in 2006, and Measure E for \$248 million was approved in 1999. Bond-funded campus buildings include the nationally recognized Kirsch Center for Environmental Studies; a well-equipped Science Center; the Registration and Student Services Building (formerly Student and Community Services Building); the striking Visual and Performing Arts Center (VPAC), a venue for

college classes and performances as well as community events; and the Media and Learning Center (MLC).

In addition to construction, bond proceeds have funded many building renovations, including most recently the Library and, in part, the Flint Parking Garage; upgrades of critical electrical and mechanical systems; installation of energy-producing solar arrays; and restoration of two historic campus landmarks – the old stone Baldwin Winery building, which now houses Financial Aid, and the estate’s once-crumbling Le Petit Trianon, home to the college’s California History Center.

The district has devoted extensive resources from the 2006 bond measure to rebuilding the digital infrastructure for instruction and administration. Technology projects have included replacing the administrative information system and network; placing Foothill-De Anza’s 6,000 computers and printers on a scheduled replacement cycle; upgrading and replacing servers; and installing and refurbishing smart classrooms. Over the past decade, thanks to its local community, the campus has been expanded and renovated on an unprecedented scale.

Foundational Values

From its earliest days, De Anza has embodied a set of fundamental values that remain embedded in its culture. A deep concern for equity and social justice took root during the college’s formative years, influenced by the sweeping social and political changes of the 1960s and 1970s. In intentionally cultivating a new educational community, the founders of what became the Foothill-De Anza Community College District placed a premium on excellence and innovation, and searched out faculty with a passion for teaching. These values, embodied in the district motto “Educational Opportunity for All,” were transplanted to the new campus when more than 100 faculty members and administrators left Foothill to create De Anza College.

These foundational values continue to shape De Anza’s institutional character today. They are evident in De Anza’s deep commitment to providing a learning environment that is inclusive and welcoming to all students, and the college’s concerted effort over the past two decades to achieve educational equity across racial and ethnic groups. They also underpin the college’s commitments, established in 2008, and reaffirmed in 2015, as part of its Institutional Core Competencies (ICCs) of civic capacity for global, cultural, social and environmental justice.

Relationship with the Community

Community support has remained strong over the years, as indicated by voter approval of two multi-million dollar bond measures over a seven-year span. Along with students, tens of thousands of community members have benefited from De Anza’s bond-funded construction and renovation projects including the Fujitsu Planetarium, Flint Center for the Performing Arts, the Visual and Performing Arts Center (VPAC) and various athletic facilities. Community members also engage with the college through an extensive Community Education program, which serves nearly 35,000 residents each year. Besides a catalog of short-term, non-credit courses offered for adults throughout the year, Community Education offers College for Kids, an extended summer program for students in first through 10th grades.

Many programs at De Anza enjoy well-established partnerships with community agencies and organizations that give students opportunities to learn in the community. For example, nursing faculty members coordinate with area hospitals and nursing homes where students can gain clinical experience. Students from the Kirsch Center for Environmental Studies work on projects with nearby public agencies, including the Santa Clara County Open Space Authority and the California Department of Fish and Game. The Vasconcellos Institute for Democracy in Action (VIDA) links De Anza students with community organizations such as the Filipino Youth Coalition, Movimiento de Accion Inspirando Servicio, West Valley Community Services, Our City Forest and many more. VIDA, previously the Institute for Community and Civic Engagement (VIDA), was renamed in 2015 in honor of longtime public servant John Vasconcellos.

Campus Culture

Throughout its history, De Anza has responded to the aspiration of its students and communities. Partly because of its historical context and partly because of its founders' values, it has long focused on access and success for all its students. From its founding, the college has recognized the importance of establishing programs and organizations that direct support and attention to historically underserved students.

One of the college's earliest efforts, the ABC (Anglo-Black-Chicano) Project, was an early commitment to the success of all students. The fledgling college also assisted students in forming Black and Chicano student unions and in 1969 launched an Ethnic Studies Division, now known as the Intercultural/International Studies Division. In 2013, the college established the Black Leadership Collective (BLC), which builds leadership skills that students use to advocate for social justice issues affecting the African American community. Umoja (formerly Sankofa) is a Learning Community based on an African-centered philosophy and seeks to educate the whole student – body, mind and spirit – through the construction of knowledge and critical thought.

Learning Communities are a hallmark of the current campus, combining instruction and support services for students across academic disciplines to help students be successful. One example is the Learning in Communities (LinC) program, which pairs faculty from different disciplines for students to complete two courses in one with a cohort approach. Another is Latino Empowerment at De Anza (LEAD), founded in 2005 by a group of 12 students who wanted to create a student leadership development program that focused on the Latino community and culture. The Math Performance Success (MPS) program is a team of instructors, counselors and tutors who work closely to provide a supportive environment to help students succeed in math. Other learning communities include the Puente Project and First Year Experience (FYE).

In addition, the Student Success Center (SSC) provides an entry point from which students can connect to a supportive community of instructors, counselors, advisers, tutors, peer mentors and study groups across the disciplines, or be directed to study-skills classes or workshops on critical thinking and time management. These support systems are among the reasons De Anza has one of the highest university transfer rates among community colleges in California.

De Anza's commitment to historically underserved students also is seen in its long history of programs for students with disabilities, which dates to 1973. In 2015-16, the college served

1,400 students with disabilities. For the past two decades, the High Tech Center Training Unit based at De Anza College has helped faculty and staff at the state's 112 community colleges acquire skills to better serve the approximately 100,000 community college students in California with disabilities.

Just as the civil rights movement shaped De Anza in its early days, the environmental movement has galvanized a wide range of activities on the campus among students, faculty and staff. De Anza's commitment to sustainability as a core value is evident in daily improvements such as biodegradable containers and utensils in the cafeteria, drought-tolerant landscaping and weather-responsive irrigation on the grounds. Through the work of its College Environmental Advisory Group (CEAG), De Anza in 2007 became the first community college in the nation to develop a Sustainability Management Plan to guide continual improvement.

De Anza College is committed to sustainable building materials and methods. Nine buildings on campus have been certified as meeting national Leadership in Energy and Environmental Design (LEED) building standards for environmental sustainability. Two of them, the Kirsch Center for Environmental Studies and the Media and Learning Center, have attained LEED Platinum status, the highest rating for an energy-efficient, green building. Two more, the Visual and Performing Arts Center and the Baldwin Winery, have LEED Silver certification.

The Kirsch Center, which houses the college's Environmental Studies Department, has provided inspiration for the campus as the first "green" demonstration building in the California community colleges. The department has developed an extensive sustainability curriculum leading to certificates and degrees in four program areas.

The Media & Learning Center (MLC) provides flexible general-purpose classrooms and labs for instructional space, with academic capacity for anthropology, sociology and world languages. The MLC was designed to LEED Platinum standards, with rooftop photovoltaic panels for electrical generation, rooftop solar hot-water panels for building use, a buoyancy-driven ventilation system, raised floors for gentle air distribution and flexibility, a high-performance skylight, radiant heating in the lobby and atrium floor, and native and low-water-usage landscaping design.

Looking Ahead

The college in spring 2014 updated its mission statement as part of its Educational Master Plan 2015-2020:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking

The statement retains the core of the college's previous mission statement and incorporates updated language, which uniquely defines De Anza, into the Institutional Core Competencies. The mission statement clearly articulates student learning goals and outcomes and the importance of civic capacity for justice, a restatement and amplification of the previous phrase. The mission statement emphasizes success for every student in multiple areas of intellectual, personal and social development and competence.

The mission statement distills the results of strategic planning initiated in 2005 and continued in 2015, which in the Educational Master Plan updated the four strategic planning institutional initiatives to include Outreach, Individualized Attention to Student Retention and Success, Equity, and Community and Civic Engagement. In addition, De Anza reaffirmed and strengthened its commitment to equity within its Educational Master Plan, which was developed with an equity framework.

The equity framework includes the key areas of: Organizational Policies and Practices, Student Learning and Outcomes, Organizational and Professional Development, Community and Civic Engagement, and Sustaining Equity. In order to achieve sustained institutional growth around equity and in these key areas, the college has committed to cultural humility, civic capacity, transformative organizing, social justice and multicultural education. In addition, the EMP cites key Institutional Metrics to be achieved by 2020 in the areas of basic skills, civic engagement, career technical education, equity, funding, outreach, planning, success and retention, and transfer.

These metrics are reviewed and shared with the campus community annually to monitor progress toward meeting the college's goals.

Online Education Program

De Anza's online course offerings have grown steadily over time as instructional divisions and departments have sought to meet increased student need for flexibility in terms of course scheduling and delivery methods. A comprehensive analysis of 2013-2014 and 2014-2015 academic year data shows that De Anza College schedules online courses that constitute at least 51 percent of the units toward completion of 15 associate degrees and 22 certificates. All courses are reviewed and approved by the college's Curriculum Committee as online education courses and offered to students through the schedule of classes. All courses are also offered in the face-to-face format. A Substantive Change Proposal regarding these offerings was submitted by the college and accepted by the Commission in 2016.

Coupled with this growth, the college has steadily ramped up equitable student services, developed automated processes within the course management system, and has continued to provide regular training and instructional design support for online courses. In addition, the Online Education Center has continued to hold Online Education Advisory Group meetings and conducts regular communication with faculty who teach online.

Online education is fully integrated into instruction at De Anza. The Online Education area, formerly Distance Education, was renamed in 2016 to better reflect the depth and breadth of teaching and learning in the online environment. The role of online learning was highlighted in the college's Educational Master Plan 2015-2020 (EMP), which noted that the college is implementing strategic plans for online education that were developed over multiple work sessions in summer 2014. Online Education Center staff, collaborating with the

Online Education Advisory Group and instructional deans, identified priorities that include continuous improvement and service to students and faculty, accreditation expectations, and state and federal regulations. The clear focus on quality teaching and learning in the online environment, and the addressing of disparate student outcomes in online courses, demonstrates the equity focus of online education and the college.

The strategic planning efforts address significant opportunities such as building a framework for centralizing support of hybrid courses, and taking strategic approaches to planning online course offerings. Other planning opportunities include the identification of additional resources to benefit students, such as those established by the statewide Online Education Initiative (OEI) based at the district; digital literacy efforts; and the creation of a resource hub for teaching with technology.

The EMP underscores that student services foster student success and are an essential component of the student experience, whether face-to-face or online. From outreach to registration, assessment to counseling, academic advising to financial aid, and articulation to transfer services, students achieve their educational goals with the support of a comprehensive array of services available in multiple formats.

The EMP includes Institutional Metrics to be attained by 2020, including one in particular pertaining to online learning: *The college will achieve a rate of 75 percent for the annual course completion rate.* The five-year average is 65 percent and the current rate is 71 percent; the trend is strong upward growth. The stated aspirational goal for this metric is 77 percent, with the standard goal at 64 percent. As part of the annual review, the Office of Institutional Research and Planning will monitor and share progress on attaining this goal by 2020.

In addition, as part of the college's integrated planning and resource allocation process, the Online Education Center submits a program review annually and a comprehensive review every six years. As with all other instructional departments and divisions, the center requests resources through the program review process as well. Resource allocations are ranked by the Instructional Planning and Budget (IPBT) team and approved by College Council.



Revised 7.17.17





An Equity Framework: Educational Master Plan 2015–2020

Fall 2016 Update



OVERVIEW

This document serves as an annual update to the De Anza College Educational Master Plan 2015-2020. The complete document compiles and publishes data presented to the College Planning Committee, Academic Senate and College Council in fall 2016.





TABLE OF CONTENTS

Summary of Student Demographics 12

Demographics and Achievement Data 13

Institutional Metrics 24

Program Review, Integrated
College Planning and Resource Allocation 28

Learning Outcomes 30

Annual Governance Reflection 34



SUMMARY OF STUDENT DEMOGRAPHICS

De Anza College undertakes integrated planning, which includes establishing goals and understanding key demographics and variables, both internal and external, that affect the college. Key Student Characteristics and Key Data are used to examine trends in student access, success, equity, basic skills and community engagement.

Key Student Characteristics, Fall 2015

- Students from De Anza's service area represent about 15 percent of the student population.
- Fifty-one percent of the college's students reside in the city of San Jose. About 12 percent live in Sunnyvale, 5 percent in Cupertino and 7 percent in Santa Clara.
- Fifty-one percent of students are considered full-time, taking 12 or more units.
- There are 2,090 international students attending the college.
- Ten percent of students have already completed a bachelor's degree or higher.
- Fifty-one percent of students identify as male, 48 percent as female.

Listing of Key Data

1. Fall Headcount
2. Ethnic Distribution of Students
3. Basic Skills Course Completion Rate – English, Math and ESL*
4. Student Participation in Community/Civic Engagement Courses*
5. Career Technical Education Employment Status*
6. Career Technical Education (Vocational) Completion Rates*
7. Persistence for Targeted Groups*
8. Course Completion by Targeted Groups*
9. Total Full-time Equivalent Students (FTES) Enrolled*
10. Enrollment of Students Residing in Geographic Locations with Historically Low Participation Rates*
11. Santa Clara County Adult Population and De Anza Headcount
12. Santa Clara Adult Population and College Students by Ethnicity
13. Student Success Scorecard Completion Rate – Prepared and Unprepared Students*
14. Annual Course Completion Rate – Overall and Online Courses*
15. Number of Associate Degrees and Certificates Awarded
16. Transfers to Four-Year Colleges
17. Student and Teaching Faculty by Ethnicity
18. Employees by Job Group and Ethnicity

*Institutional Metrics



STUDENT ACHIEVEMENT DATA

1. Fall Headcount

Fall headcount decreased by 2 percent from 2014 to 2015, from 23,230 to 22,620.

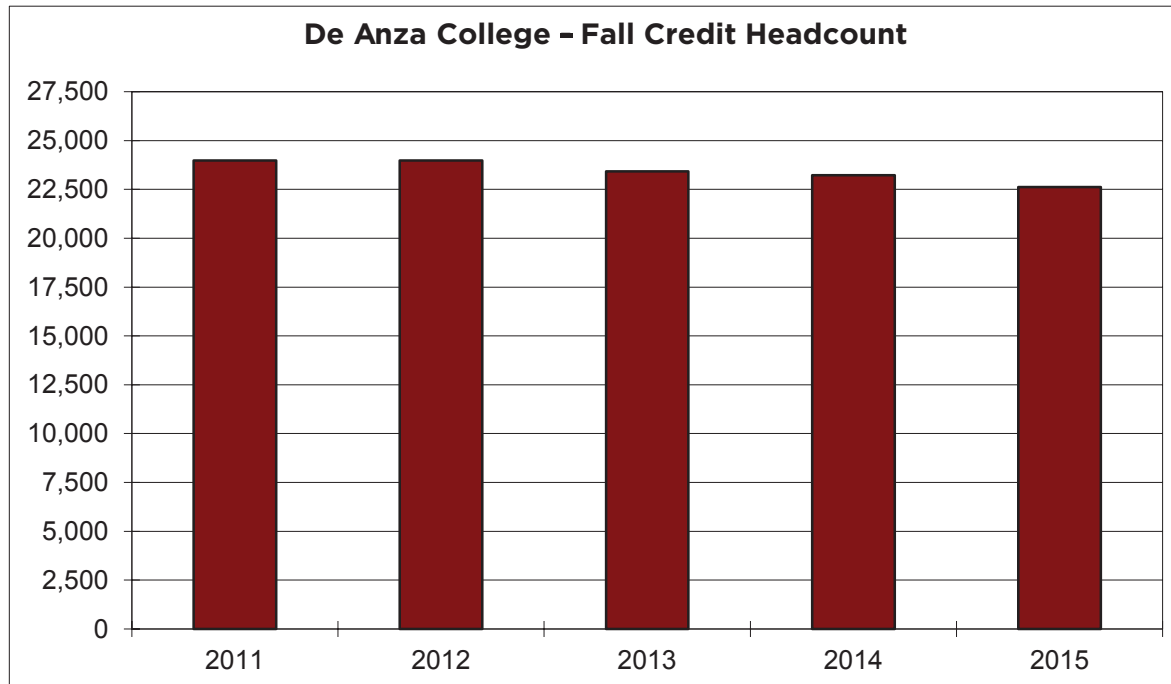


Figure 1

Source: FHDA IR&P

2. Ethnic Distribution of Students

Students identifying as Asian, Filipino or Pacific Islander were 46 percent of the fall 2015 enrollment, consistent with fall 2014. The Latina/o population was 27 percent, an increase of 1 percentage point from fall 2014. The African American population remained stable at 4 percent.

De Anza College - Headcount Percentage Distribution by Ethnicity Fall 2015

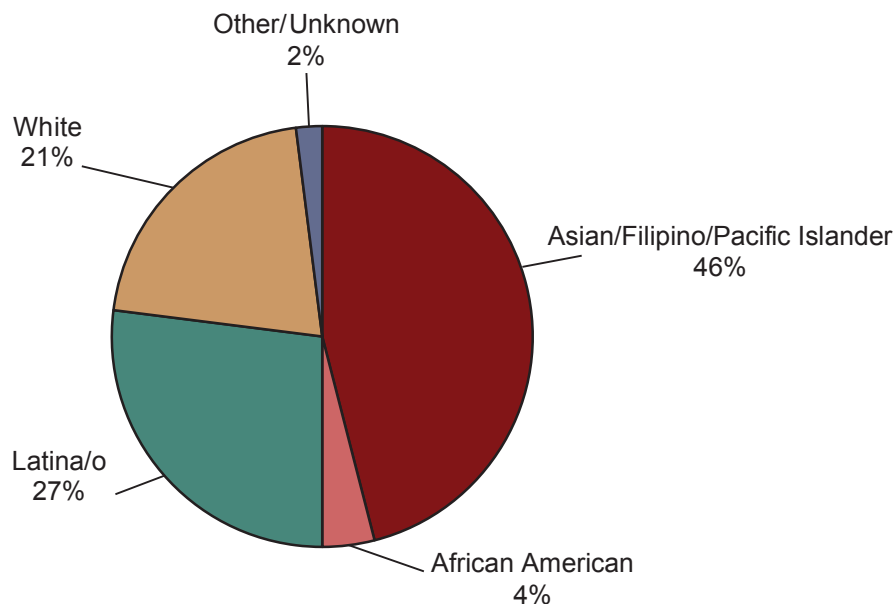


Figure 2

Source: FHDA IR&P

3. Basic Skills Course Sequence Completion Rates – English, Math and ESL*

The basic skills sequence completion rate tracks students from any basic skills level to a transfer-level course. The college has established an institutional metric for completion rates by the year 2020: 77 percent for English, 57 percent for Math and 50 percent for ESL. The current success rates are 74 percent in English, 53 percent in Math and 41 percent in ESL.

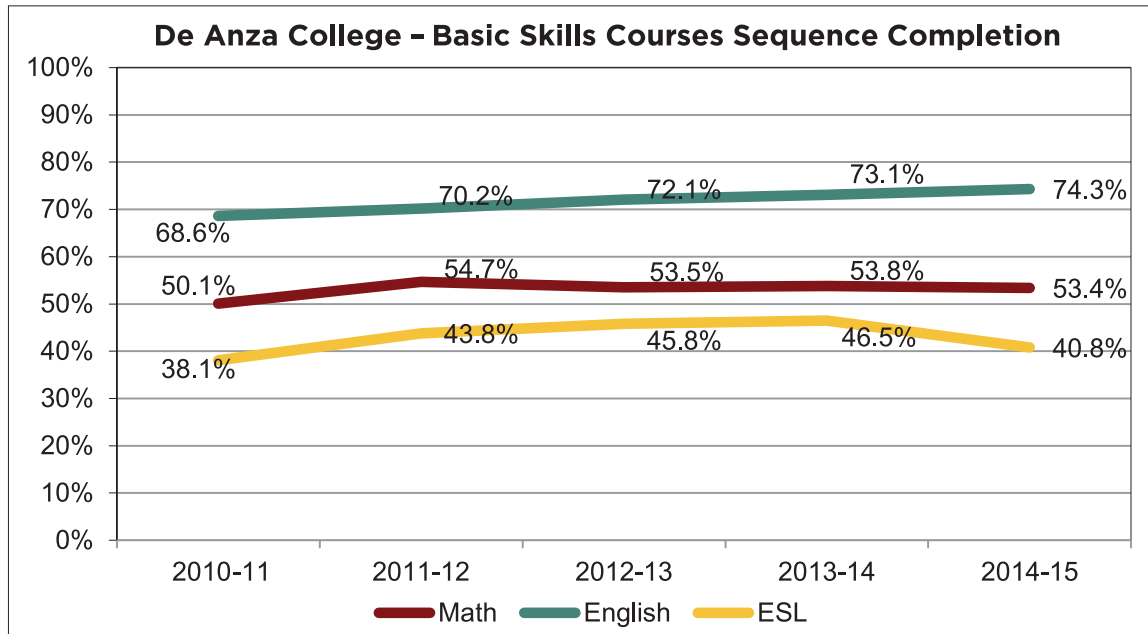


Figure 3

Source: Student Success Scorecard (SSSC) 2015

4. Student Participation in Community/Civic Engagement Courses*

The college set a civic engagement goal for 2020 of having at least 6 percent of students (those seeking transfer or a degree) enrolled in at least one course with a community/civic engagement component. The figure is currently at 4 percent.

De Anza College – Fall 2015
Percent of Students with a Goal of Transfer or Degree
Enrolled in a Section with a Community/Civic Engagement Component

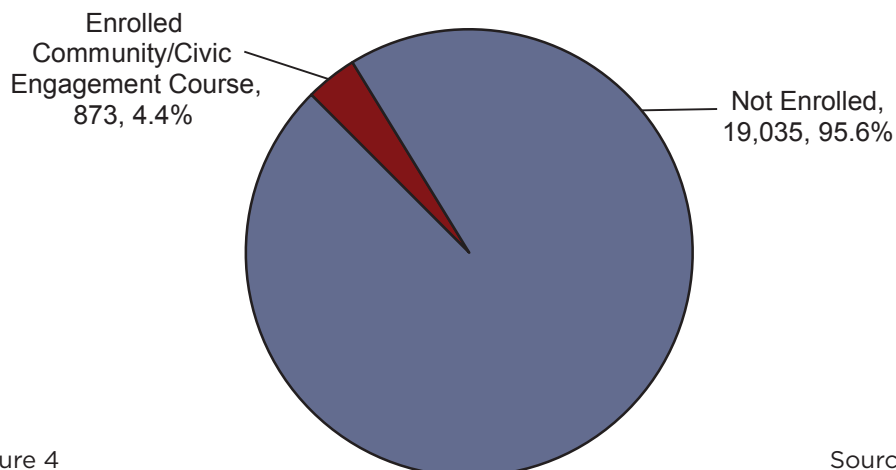


Figure 4

Source: DA IR&P



5. Career Technical Education Employment Status*

By 2020, this institutional metric calls for 57 percent of students enrolled in career technical education to be employed full time one year after leaving De Anza. The average full-time employment rate over the past four years was 49 percent and the current rate is 44 percent.

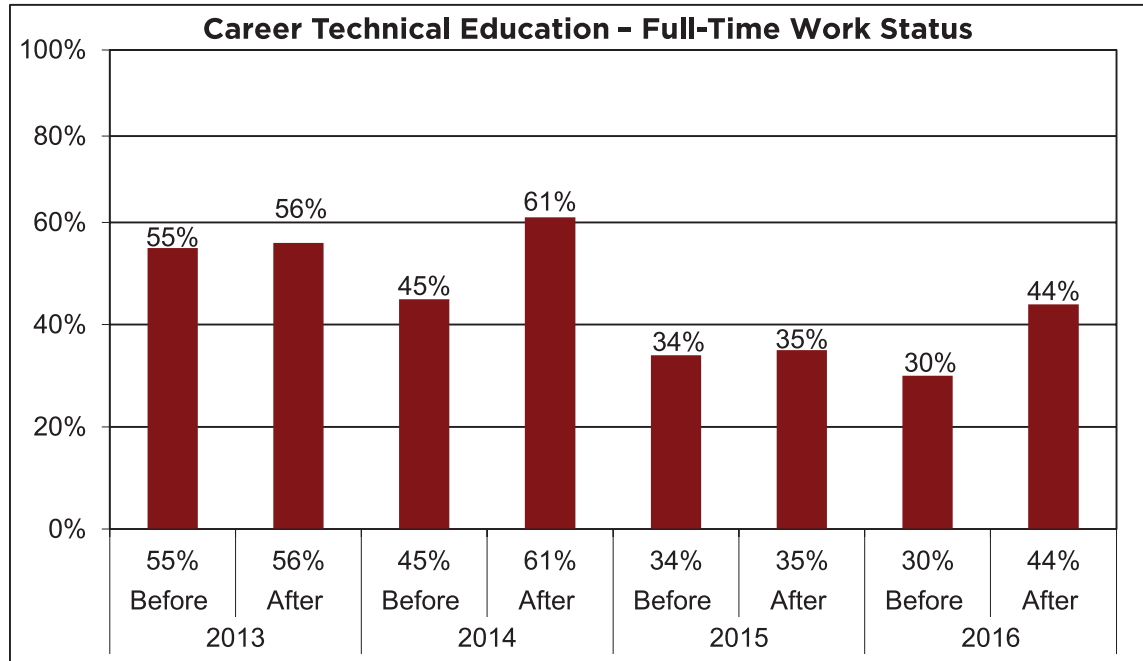


Figure 5

Source: CTE Outcomes Survey, work status before and after studies/training

6. Career Technical Education Completion Rates*

The 2020 goal for Career Technical Education calls for 58 percent of Career Technical Education students to complete their program. The average for the last five years was 50 percent and the current rate is 57 percent.

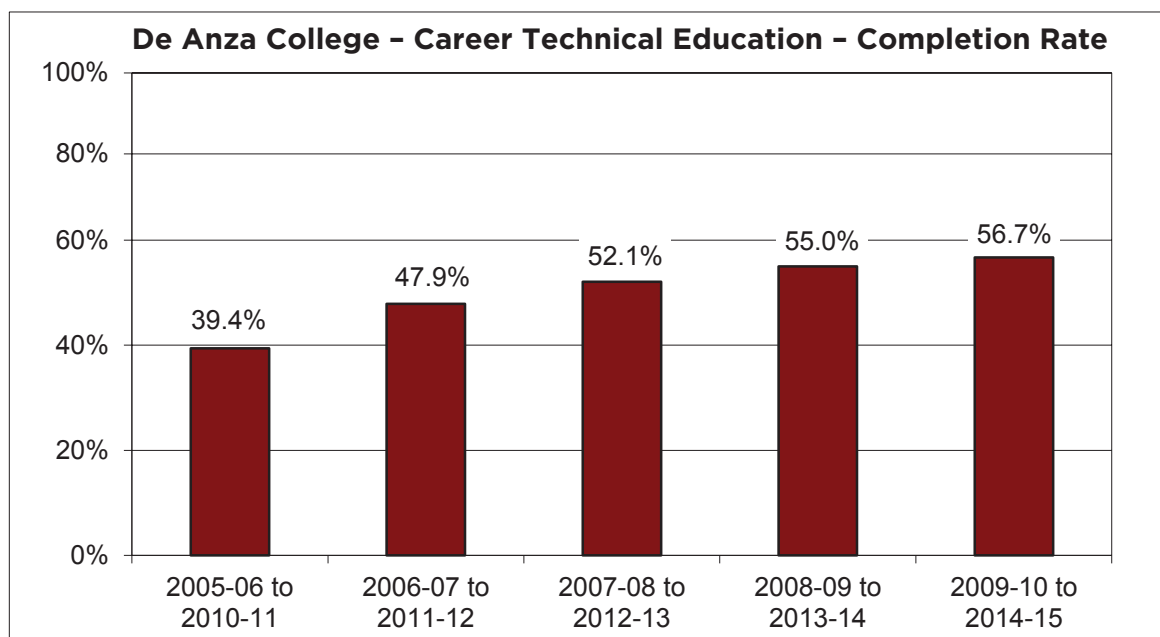


Figure 6

Source: SSSC 2015

7. Persistence by Ethnicity*

There are two metrics for persistence. The goal for all students is 75 percent by 2020, which is achieved by the current rate. The second goal is to achieve a difference of no more than 5 percentage points between the average persistence rates of targeted and non-targeted groups. That goal has also been met in the current average rates for targeted and non-targeted groups, which are both 71 percent.

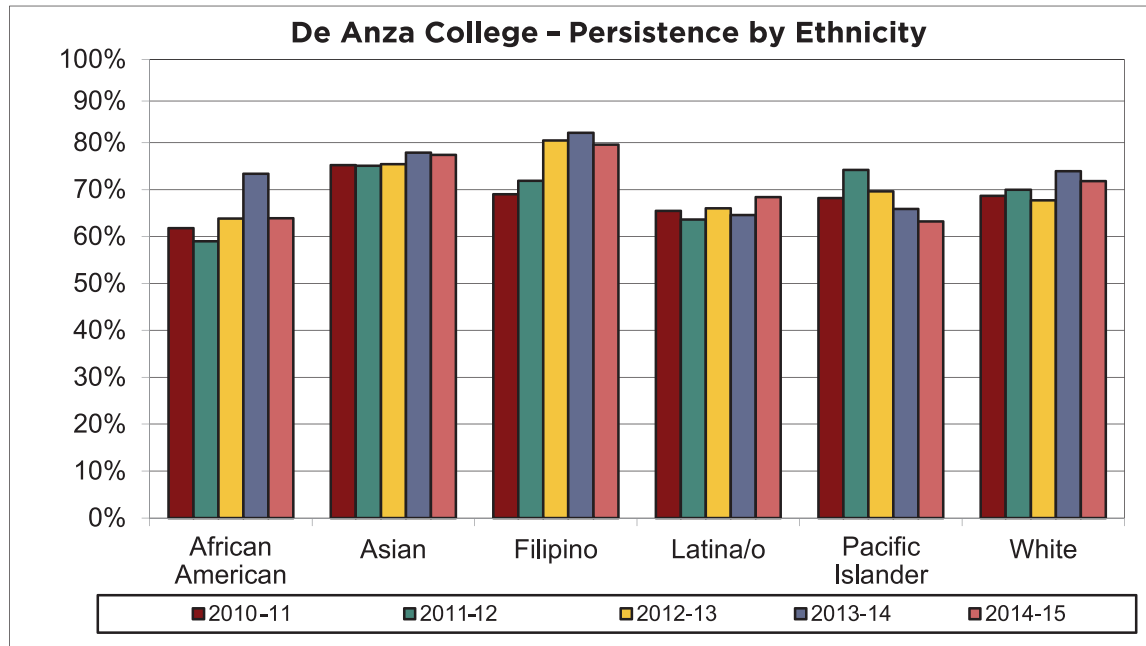


Figure 7

Source: SSSC 2015



8. Annual Course Completion Rate by Ethnicity

The institutional metric for course completion is a difference of no more than 5 percentage points between the annual rates for targeted and non-targeted groups. The goal for African American, Latina/o and Filipino students is 72 percent by 2020. The current rate for these groups combined is 68 percent.

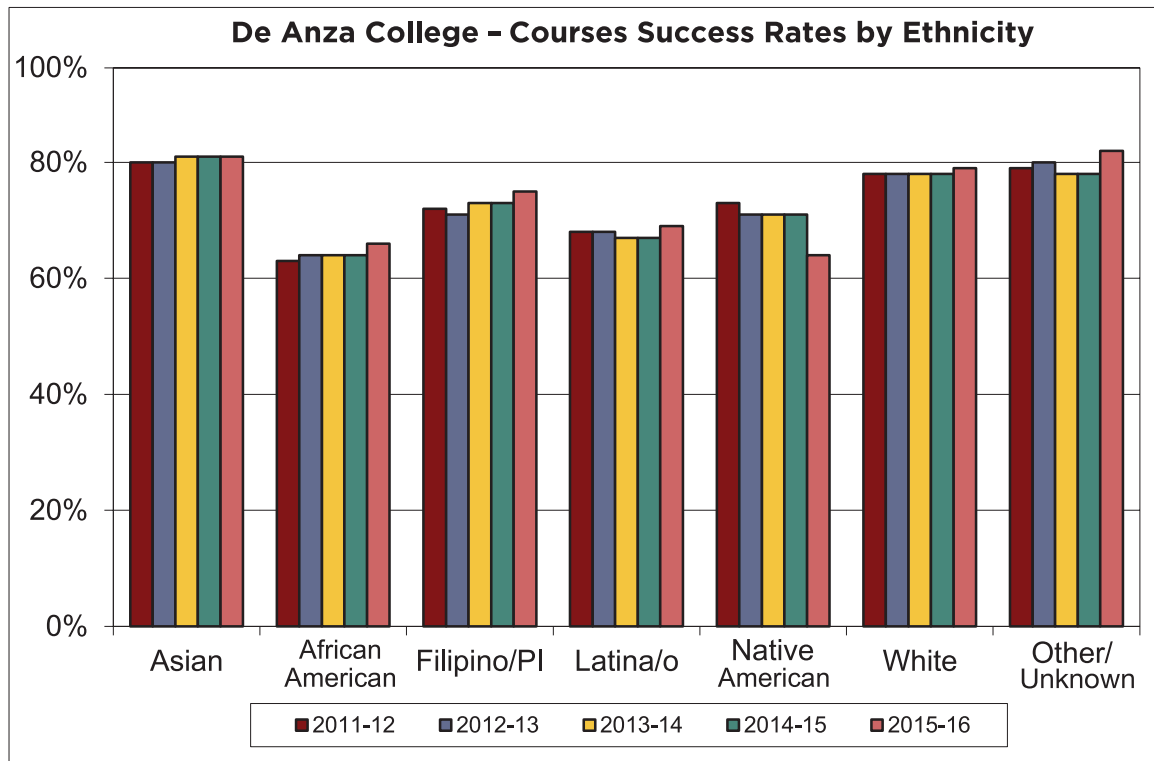


Figure 8

Source: DA IR&P



9. Total Full-Time Equivalent Student (FTES) Enrollment*

Full-time equivalent student enrollment decreased from 19,492 in 2014–15 to 19,135 in 2015–16. The institutional metric calls for FTES enrollment to increase to 20,000 by 2020.

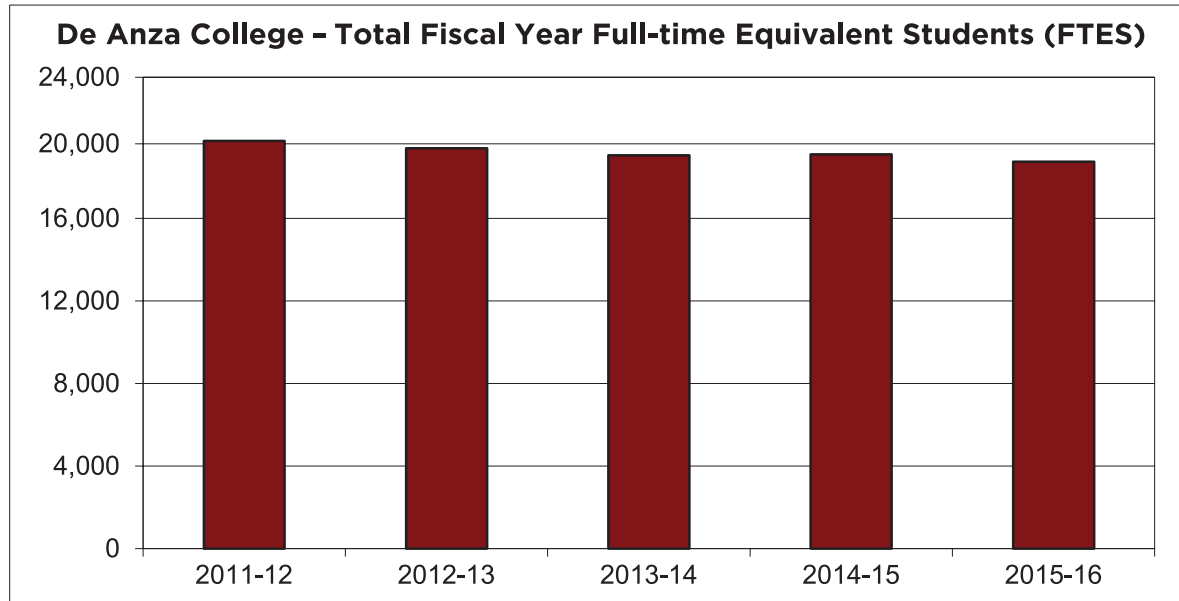


Figure 9

Source: FHDA IR&P

10. Students Residing in Geographic Locations with Historically Low Participation Rates*

The institutional metric for outreach is for students residing in geographical locations with historically low participation rates to comprise 47 percent of fall enrollment. The current rate is 45 percent with the five-year average at 44 percent.

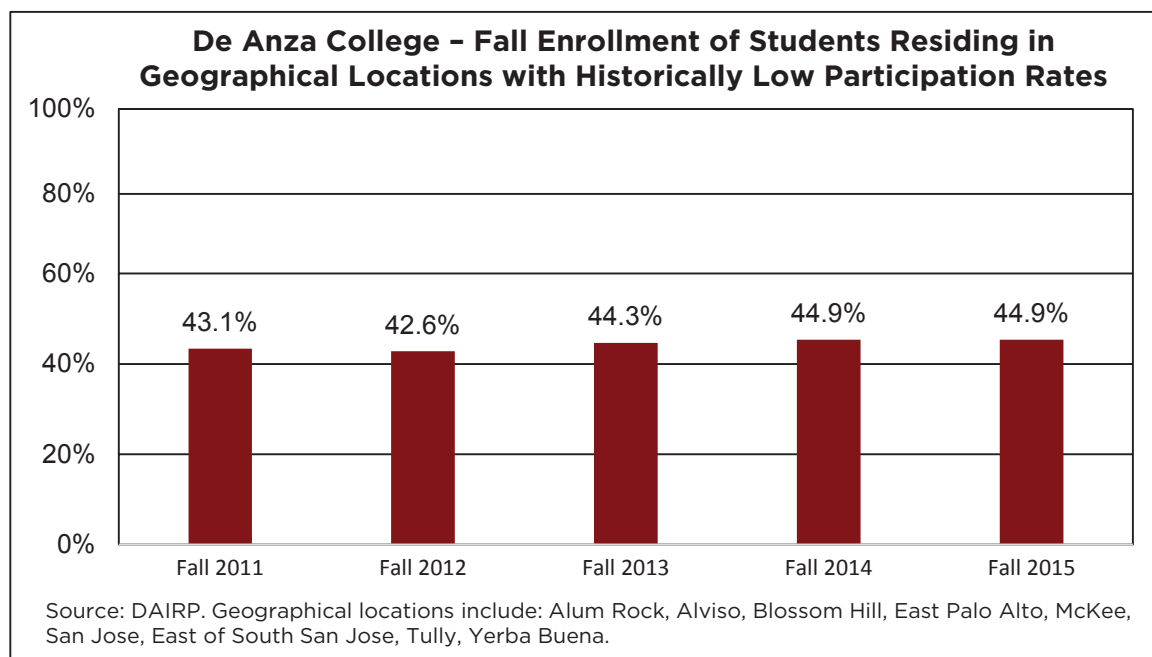


Figure 10

Source: DA IR&P

11. Santa Clara County Adult Population and De Anza Headcount

De Anza's student body represented 1.53 percent of all Santa Clara County adults in fall 2015. This rate has decreased from 1.71 percent over the past five years.

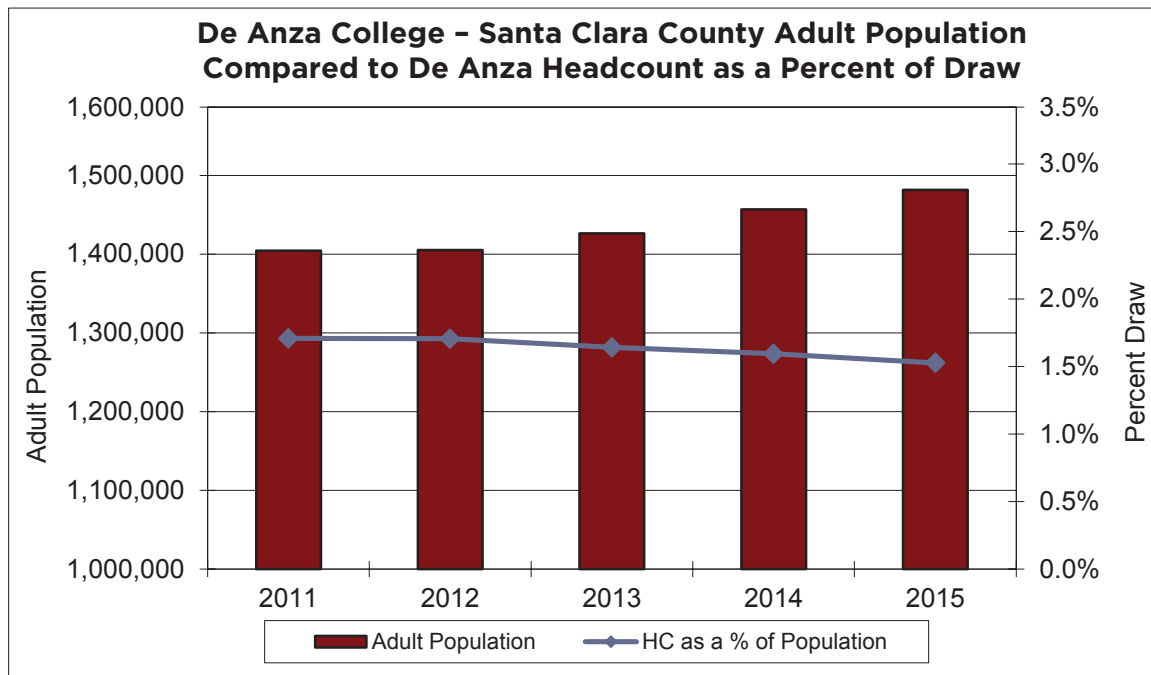


Figure 11

Source: FHDA IR&P and CA Department of Education

12. Santa Clara County Adult Population and De Anza Students by Ethnicity

De Anza's enrollment of Asian, Filipino and Pacific Islander students in 2015 was 10 percentage points higher than those groups were represented in the county population as a whole. African American and Latina/o students were also enrolled at a higher rate at De Anza than the groups were represented in the county population.

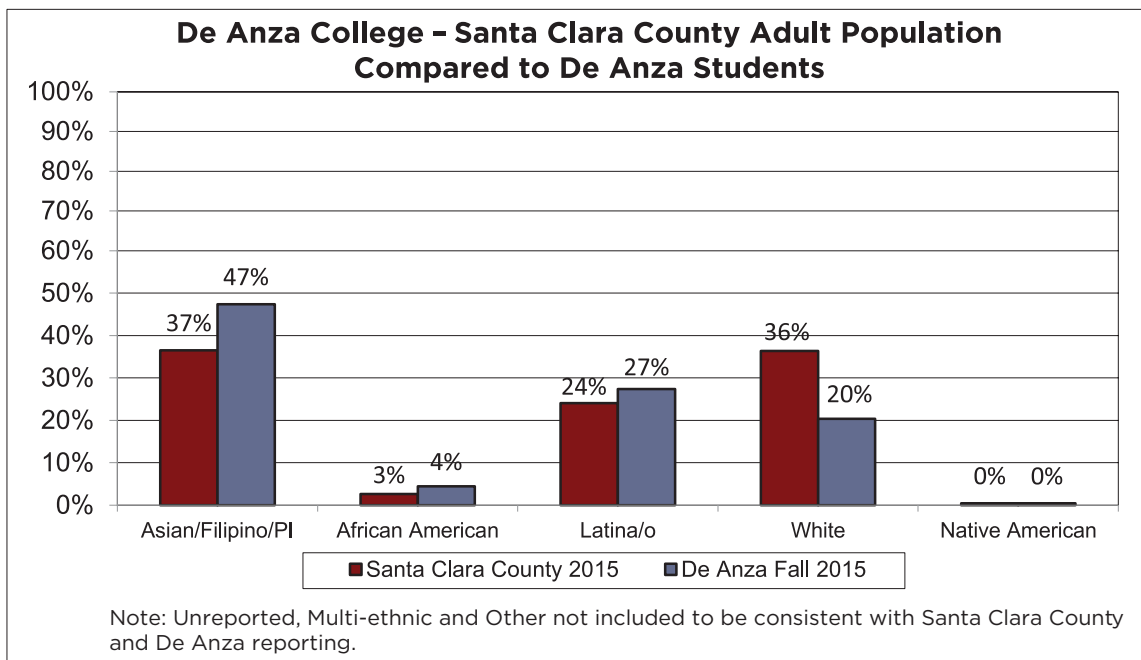


Figure 12

Source: FHDA IR&P and American Community Survey

13. Student Success Scorecard Completion Rate – Prepared and Unprepared Students

The metric for degree/certificate/transfer completion is set at 71 percent or the highest score in the college's peer group. The rate is currently at 66 percent, achieving the college peer group high. For prepared students, or those who do not take a basic skills course, the metric is set at 89 percent; the current rate is 80 percent. The metric for unprepared students, or those who took a basic skills course, is set at 62 percent. The rate is currently 60 percent.

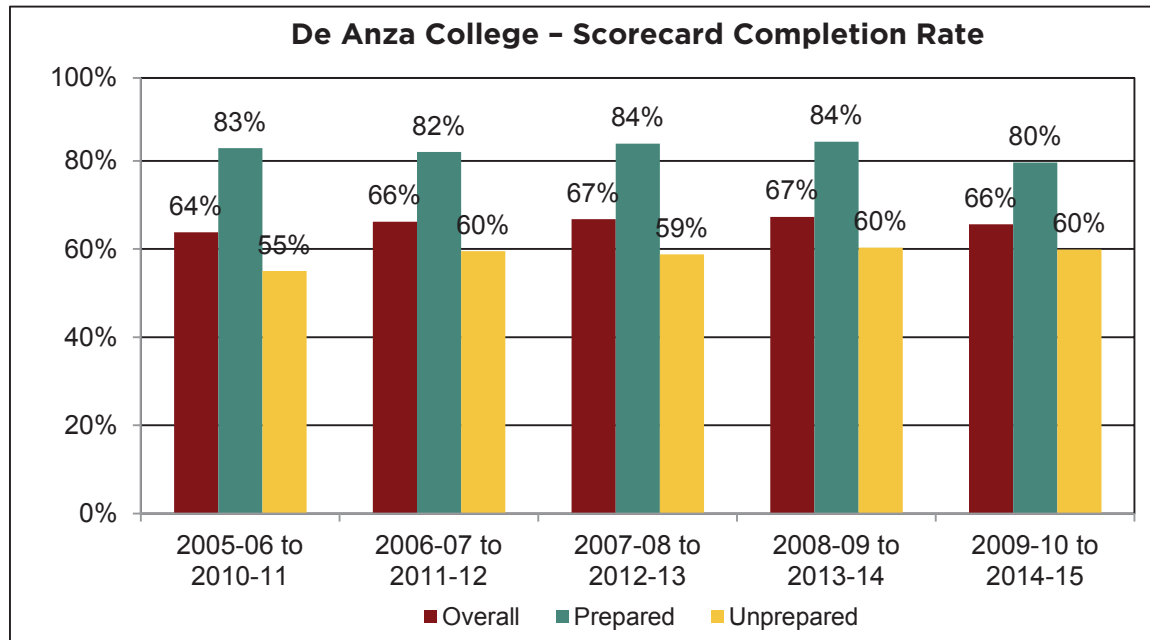


Figure 13

Source: SSSC 2016



14. Annual Course Completion Rate – Overall and Online Courses

The overall metric for annual course completion is a rate of 77 percent. The average over the last five years was 76 percent; the current rate is 77 percent. The metric for online course completion is 75 percent. The five-year average was 66 percent and the current rate is 72 percent.

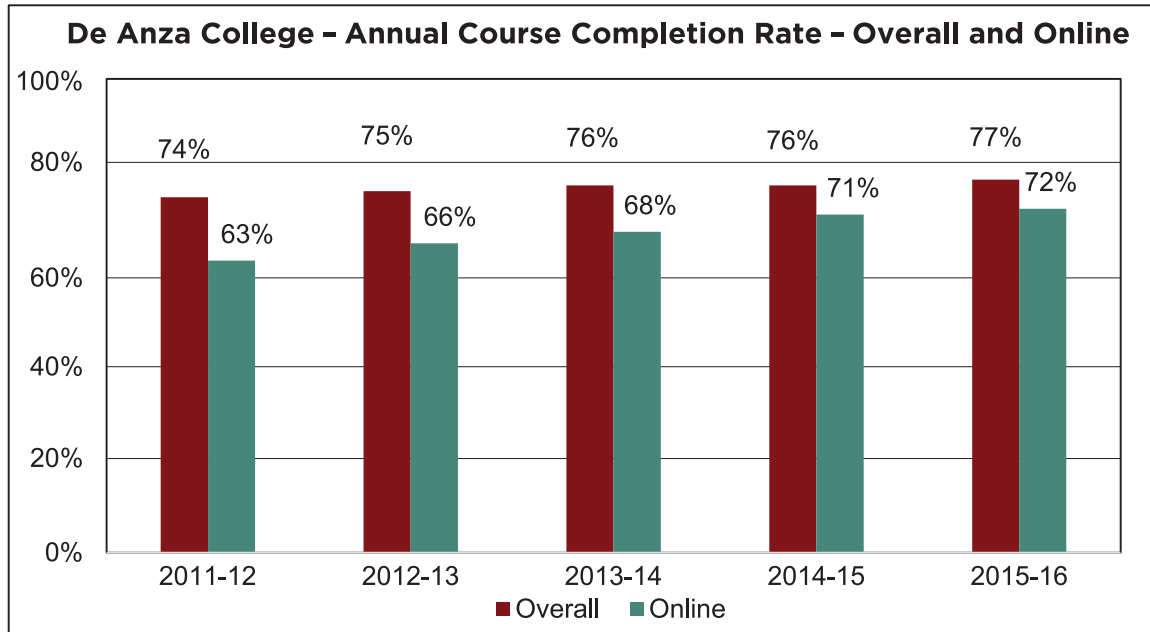


Figure 14

Source: DA IR&P

15. Number of Associate Degrees and Certificates Awarded

Between 2014–15 and 2015–16, the number of degrees awarded increased by more than 100, from 1,701 to 1,810. The number of certificates awarded declined from 584 to 518, as more students have chosen to pursue degrees.

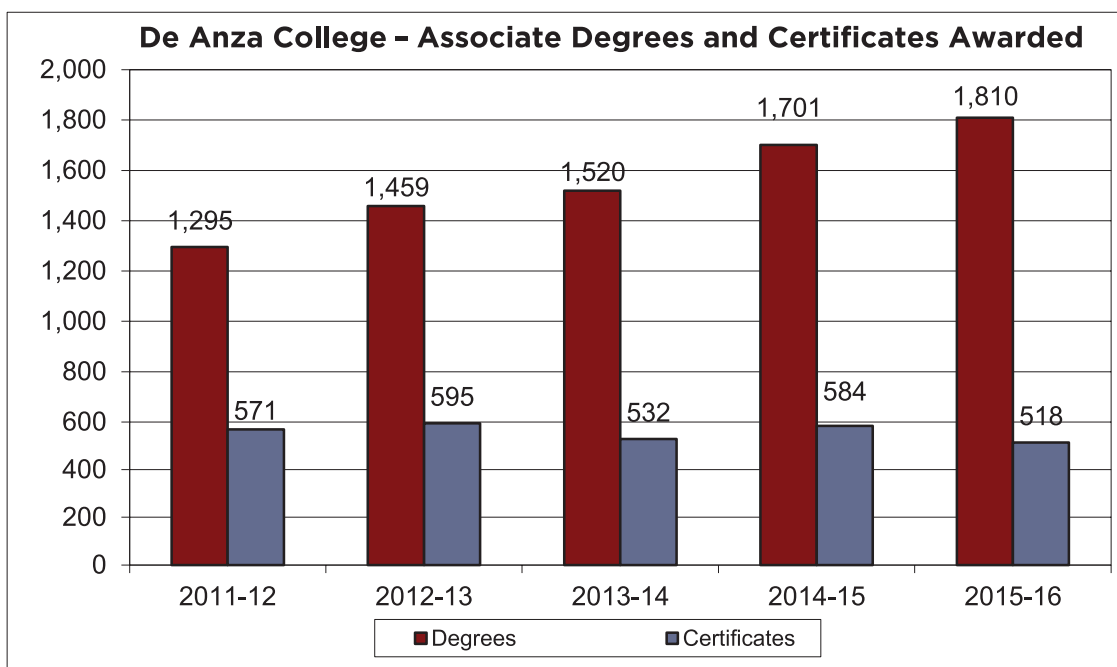


Figure 15

Source: DA IR&P

16. Transfers to Four-Year Institutions

The institutional metric calls for 2,800 student transfers annually, by 2020, to four-year institutions: the University of California, California State University, in-state private universities and out-of-state schools. The current annual rate is 2,576 and the five-year average is 2,546. UC transfers increased from 756 in 2013–14 to 815 in 2014–15, while CSU transfers decreased from 1,396 to 1,335. In recent years, some CSUs – including San Jose State University, De Anza’s top transfer institution – have limited their enrollments.

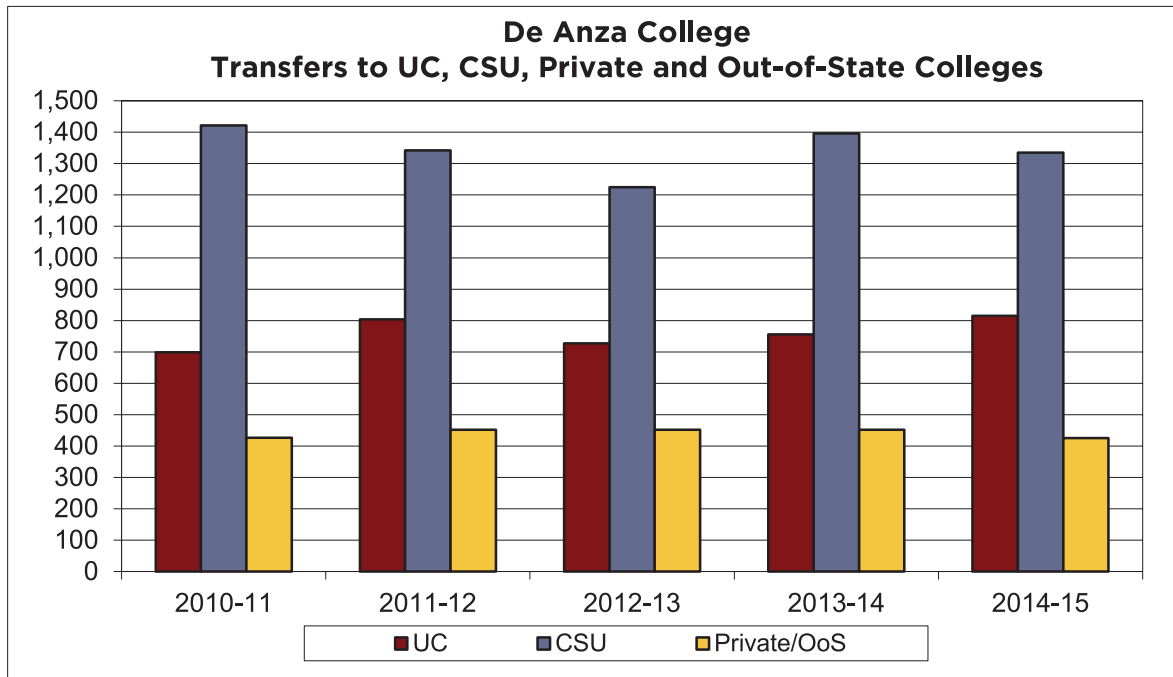


Figure 16

Source: CCCCO, CSU, UC



17. Faculty-to-Student Ethnic Distribution

The percentage of non-white faculty has been increasing over the past several years, resulting in an ethnic distribution closer to that of the student population. White instructors still constitute more than half of the faculty, while white students are less than a quarter of the student population. Faculty-to-student ethnic distribution is within 5 percentage points for African Americans.

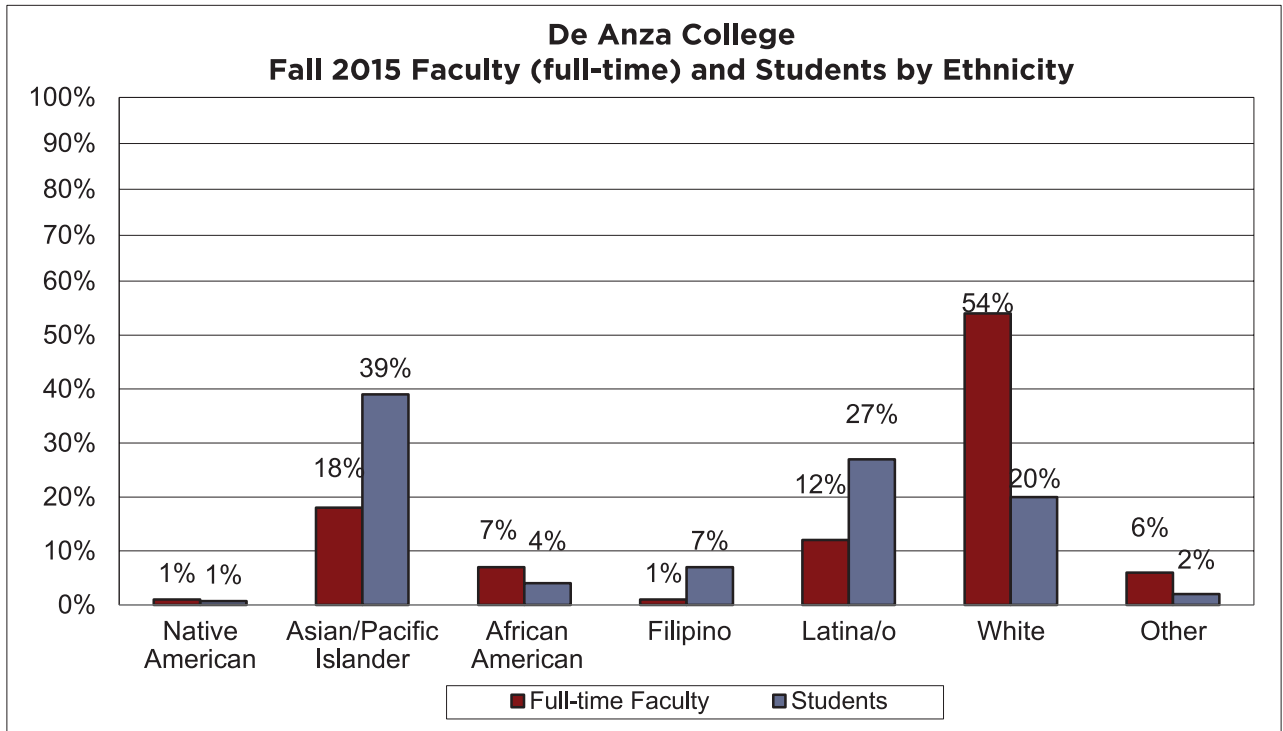


Figure 17

Source: FHDA IR&P

18. Employees by Job Group and Ethnicity

Classified employees are the largest portion of employees who identify as Asian, Pacific Islander or Latina/o. Full-time faculty are the largest portion of employees who identify as White.

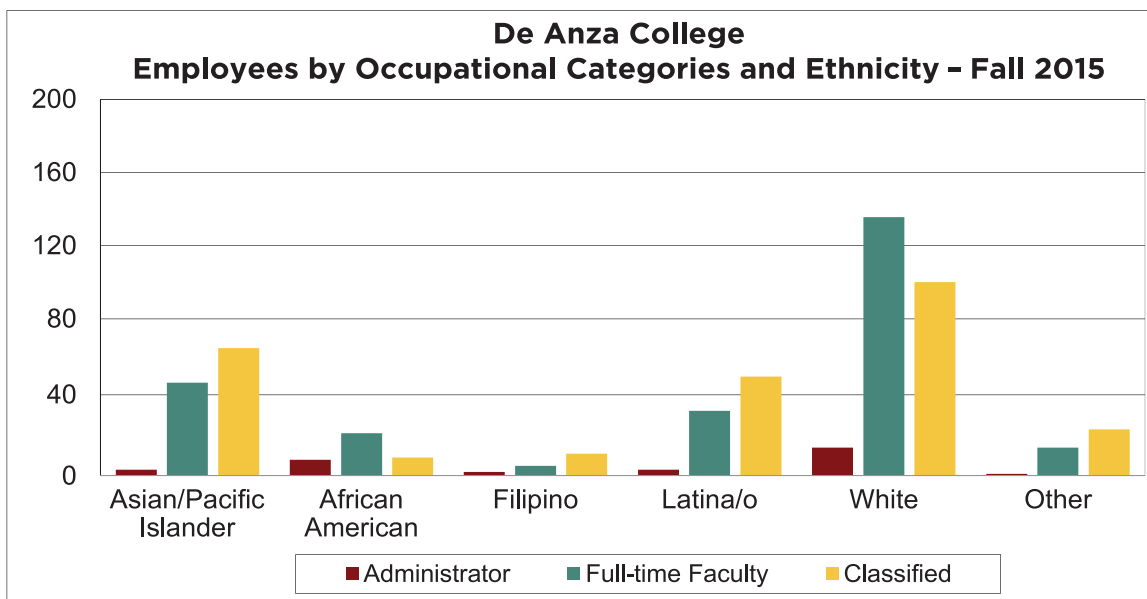


Figure 18

Source: FHDA IR&P

INSTITUTIONAL METRICS

The college developed 22 institutional metrics for the Educational Master Plan 2015–2020. Targets for each institutional metric are set for achievement by spring 2020, with progress reported annually. Goals based upon De Anza College's institutional Strategic Initiatives – Outreach, Individualized Attention to Student Retention and Success, Equity, and Civic Engagement – continue to be tracked through several metrics. The list also includes metrics in the areas of Basic Skills, Career Technical Education, Equity, Funding, Outreach, Planning, Success and Retention, and Transfer.

Institutional Metrics

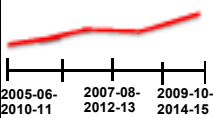
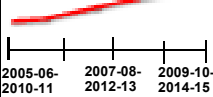
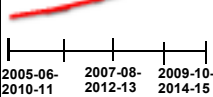
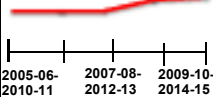
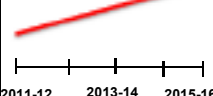
EMP Area	Measure	5 Year Average	Current Rate	5-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Basic Skills	The basic skills English course sequence completion rate will achieve 77 percent (Scorecard metric and IEPI indicator).	72%	74%	2005-06-2010-11 2007-08-2012-13 2009-10-2014-15	77%	79%	69%
Basic Skills	The basic skills Math sequence completion rate will achieve 57 percent (Scorecard metric and IEPI indicator).	53%	53%	2005-06-2010-11 2007-08-2012-13 2009-10-2014-15	57%	59%	51%
Basic Skills	The basic skills ESL sequence completion rate will achieve 50 percent (Scorecard metric and IEPI indicator).	43%	41%	2005-06-2010-11 2007-08-2012-13 2009-10-2014-15	50%	52%	41%
Civic Engagement	Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall.	4%	4%	2011 2013 2015	6%	8%	3%
Career Technical Education	Fifty-seven percent of students who were enrolled in a career technical education program will be employed full time one year after leaving De Anza.*	49%	44%	2014-15 2015-16	57%	59%	58%
Career Technical Education	De Anza will have a 58 percent completion rate for the Career Technical Education completion rate (Scorecard metric and IEPI indicator).	50%	57%	2005-06-2010-11 2007-08-2012-13 2009-10-2014-15	58%	60%	45%

Institutional Metrics

EMP Area	Measure	5 Year Average	Current Rate	5-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Equity	Targeted groups will persist at a rate within 5 percent of all other groups (Scorecard metric).	69% - Average of Targeted vs 72% Nontargeted	71% - Average of Targeted vs 71% Nontargeted		75% - African American, Latina/o and Filipino	77% - African American, Latina/o and Filipino	67% - African American, Latina/o and Filipino
Equity	There will be no more than a 5 percentage point difference between the annual course completion rate for targeted groups and all other groups (IEPI indicator).	68% - Average of Targeted vs 74% Nontargeted	70% - Average of Targeted vs 77% Nontargeted		72% - African American, Latina/o and Filipino	74% - African American, Latina/o and Filipino	67% - African American, Latina/o and Filipino
Funding	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures will remain stable at 97 percent (IEPI Indicator).	97%	97%		97%	97%	97%
Funding	The annual FTES enrollment will increase to 20,000 (IEPI indicator).	19,599	19,135		20,000	20,200	19,578
Outreach	Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47 percent.	44%	45%		47%	49%	42%
Planning	The college will attain the status of Fully Accredited – No Action in fall 2017 from the accrediting commission (IEPI Indicator).	Fully Accredited – No Action	Fully Accredited – No Action		Fully Accredited – No Action	Fully Accredited – No Action	Fully Accredited – No Action

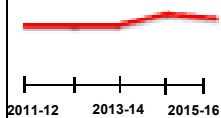
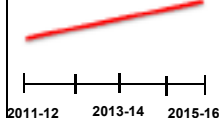
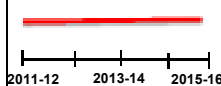


Institutional Metrics

EMP Area	Measure	5 Year Average	Current Rate	5-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Success and Retention	The college will attain an overall persistence rate of 75 percent (Scorecard metric).	72%	75%		75%	78%	73%
Success and Retention	The college will achieve a rate of 71 percent or the highest score within the peer group on the overall scorecard completion rate (Scorecard metric, IEPI indicator).	66%	66%		71%	73%	64%
Success and Retention	The college will achieve a rate of 89 percent or the highest score within the peer group on the scorecard completion rate for prepared students (Scorecard metric, IEPI indicator).	83%	80%		89%	91%	82%
Success and Retention	The college will achieve a rate of 62 percent or the highest score within the peer group on the scorecard completion rate for unprepared students (Scorecard metric, IEPI Indicator).	59%	60%		62%	64%	57%
Success and Retention	The college will achieve a rate of 77 percent for the annual course completion rate (IEPI indicator).	76%	77%		77%	78%	74%
Success and Retention	The college will achieve a rate of 75 percent for the annual course completion rate for online courses.	68%	72%		75%	77%	64%



Institutional Metrics

EMP Area	Measure	5 Year Average	Current Rate	5-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Success and Retention	The college will achieve a rate of 60 percent for the annual course completion rate by subject for the lowest achieving subject areas.	61%	61%		60%	63%	60%
Success and Retention	The number of associate degrees awarded will increase to 2,100 (IEPI indicator).	1,557	1,810		2,100	2,300	1,500
Success and Retention	The number of certificates awarded will increase to 675 (IEPI Indicator)	560	518		675	700	500
Transfer	The number of students who transfer to a four-year institution will increase to 2,800 (IEPI indicator).	2,546	2,576		2,800	2,850	2,400

Master Plan Goal = The rate that will be used in the document. This is a rate that the college can achieve year after year.

Aspirational Goal = The rate the college will work toward achieving. It is set at a high, aspirational level.

Standard = The rate set at the lowest level that the college would not want to drop below. If it did, the college would want to take steps to increase the rate.

IEPI Metric = Institutional Effectiveness Partnership Initiative Framework Indicator as required by the State Chancellor's Office

Scorecard Indicator = Chancellor's Office Student Success Scorecard

Data is reported for the most current time period available based on the data source.

* These data are based on survey responses which change annually and affect the results.



PROGRAM REVIEW, INTEGRATED COLLEGE PLANNING AND RESOURCE ALLOCATION

The Six-Year Integrated Planning, Assessment and Resource Allocation Cycle

In accordance with the college-approved planning cycle, the process of resource allocation was continued within each planning and budget team and approved by College Council. Each team posts its annual and comprehensive reviews on its respective website.

- Instructional Planning and Budget Team (IPBT)
http://www.deanza.edu/gov/IPBT/program_review_files.html
- Student Services Planning and Budget Team (SSPBT)
<http://www.deanza.edu/gov/SSPBT/ProgramReview.html>
- Finance and College Operations Planning and Budget Team (FCOPBT)
<http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>
- Faculty ranking and hiring also took place within the IPBT, as in prior years.
(<http://www.deanza.edu/gov/IPBT/facultyhiring.html>)

The outcomes and assessment cycle continued with the completion of additional Student Learning Outcomes, Program Level Outcomes and Administrative Unit Outcomes as well as the assessment of these outcomes. The college as a whole assessed the Institutional Core Competency (ICC) of Physical/Mental Wellness in 2014–15 and the ICC of Information Literacy in 2015–16.

In addition, College Council converted the College Planning Committee (CPC) into the Accreditation Steering Committee for the 2015–16 and 2016–17 academic years. The steering committee is charged with establishing and organizing the accreditation process, monitoring progress and completing accreditation Standard I. The committee meets monthly and includes a representative from each of the shared governance groups, which have been assigned standards in their areas of expertise. All relevant documents as well as standards assignments are listed on the Accreditation 2017 webpage (<http://deanza.edu/accreditation/2017/index.html>). The college will continue to work on the Institutional Self-Evaluation Report and Quality Focus Essay during the 2016-17 year in preparation for the site visit in fall 2017.

The college also developed, through the Facilities Committee, the Facilities Master Plan ([http://www.boarddocs.com/ca/fhda/Board.nsf/files/AD49BP21AD3B/\\$file/Foothill-DeAnza_FMP2016_FinalDraft_20160819.pdf](http://www.boarddocs.com/ca/fhda/Board.nsf/files/AD49BP21AD3B/$file/Foothill-DeAnza_FMP2016_FinalDraft_20160819.pdf)), which was approved by College Council and the Foothill-De Anza Community College District board of trustees. Similarly, the Technology Committee developed the Technology Plan, which was approved by College Council in December 2016 and will be presented to the board upon completion of the district Technology Plan.

The college will continue its planning processes in 2016–17 with an Annual Program Review Update (APRU). Divisions and departments will continue to work with their equity core teams to complete and update their equity plans. In addition, the Curriculum Committee will continue to review curriculum based upon the five-year curriculum review cycle.

College Planning Committee/Accreditation Steering Committee

The CPC developed a process for guiding the college through the self-evaluation process consistent with the accrediting Commission's standards, guidelines and policies. The committee assigned standards to governance groups in areas of their expertise. It then provided trainings to each of the groups and asked them to complete the Accreditation Matrix for their standards by June 30, 2016. The committee set monthly goals and deadlines, monitored progress and reported to College Council monthly. The committee also developed a template for the writing of the Institutional Self-Evaluation Report (ISER). The template was shared with governance groups in the fall.

The committee also designed and administered, incorporating College Council feedback, accreditation surveys to all employees and a representative sample of students. These can be found at http://deanza.edu/ir/deanza-research-projects/2016-17/Employee_Accreditation_Survey_Spring2016.pdf and <http://deanza.edu/ir/deanza-research-projects/2016-17/Student%20Accreditation%20Report%202016.pdf>. The survey also included questions pertaining to the Institutional Core Competencies, which were disaggregated by ethnicity, gender and first-generation status (http://deanza.edu/accreditation/2017/pdf/StudentAccreditationICCs_2016.pdf). The results are posted on the Accreditation 2017 page and will be shared widely across the campus. The self-evaluation teams will also be referencing the survey results as relevant to their assigned standards.

The CPC also published the planning calendar, which it does annually, and shared it with the planning and budget teams (http://deanza.edu/ir/planning/planning_files/Planning%20Calendar%202015-16.doc).

The committee changed its method for assessing governance groups, replacing a survey with two thoughtful questions around equity and the college mission. The results of the new Annual Governance Reflection questions are included below.

In addition, the CPC reviewed and updated the governance website and eHandbook to ensure that all information was current (<http://deanza.edu/gov/>). The committee updated the planning calendar, with feedback from all PBTs and College Council, to reflect the new seven-year accreditation cycle, and developed an infographic to accompany the planning “quilt” to make it easier to understand (http://deanza.edu/ir/planning/planning_files/Planning_QuiltWDetails.pdf).

The committee also reviewed the Educational Master Plan and found the college is well on its way to meeting the plan goals. This review included an assessment of progress on achieving institutional metrics goals, which are included in this document (see page 24). The committee also updated the metrics, along with job placement rates and licensure passage rates.

The Office of Equity, Social Justice and Multicultural Education developed a draft rubric for evaluating the Educational Master Plan and institutional metrics. The rubric is based on the equity-driven change model used as the framework for the EMP. Once the rubric is finalized, the CPC will determine how it can be used to assess processes and practices collegewide.

LEARNING OUTCOMES | 2015–16

Progress in SLO/SSLO/AUO Assessments

An evaluation team representing the Accrediting Commission for Community and Junior Colleges conducted a follow-up visit to the college on Oct. 24 and 25, 2012. One of the recommendations the team addressed during its campus visit was the Evaluation Report Recommendation 3, regarding Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs):

To meet the standard at the level of proficiency by 2012, the team recommends that the college accelerate the implementation of the SLO, SSLO and AUO assessment cycles at the course, program and institutional levels. The college should assess the effectiveness of these processes aimed at improving programs, services and student learning. Additionally, the college is reminded that the standard requires institutions to include “effectiveness in producing learning outcomes” in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes. (Standard II.A.1.a, II.A.1.c, II.A.2.b, II.A.2.f, II.A.2.h, II.A.2.i, and III.A.1.c)

The team reported that the college “provided evidence that it has accelerated its efforts to reach proficiency towards the implementation of SLO, SSLO, and AUO assessment cycles at the course, program, and degree levels. The team found evidence that the college is at the proficiency level for SLOs and is on track to be at the proficiency level for SSLOs and AUOs. The team concluded that the college has met the requirements of this recommendation” (http://deanza.edu/accreditation/ACCJC_ReportOn2012Follow-UpVisit.pdf).

Student Learning Outcomes

SLOs are now required to be part of each course outline when it is submitted to the Curriculum Committee for its five-year review. All 1,108 courses currently being taught have SLOs, listed by division on the SLO website (<http://deanza.edu/slo/>). Seventy-five percent of active courses have ongoing assessments. All faculty are instructed to include SLO statements on their syllabus or course-management class site. As of fall 2015, part-time faculty are responsible for assessing outcomes as requested by their departmental colleagues.

Program Level Outcomes

All 57 instructional programs, including all certificates and degree programs, have PLOs. There are 220 active PLOs, and of these, 87 percent are assessed on a cyclic plan.

Institutional Learning Outcomes (Institutional Core Competencies, ICCs)

Through a collaborative process, De Anza established five Institutional Core Competencies (ICCs), which serve as Institutional Learning Outcomes. These are indirectly assessed through the mapping of PLOs to the ICCs. In addition, each spring, the college directly assesses a selected ICC during the general session of the SLO Convocation, a gathering at which faculty and staff discuss ideas for enhancing student learning.

The [2016 Convocation](http://deanza.edu/slo/convocations/2016_convocation.html) focused on the core competency of Information Literacy, drawing on the Speech Communication Department to explore creative ideas for implementing a new graduation requirement on this topic (http://deanza.edu/slo/convocations/2016_convocation.html). The event was held at the newly renovated college library, which had just celebrated its grand re-opening as a place for students

to study, use the internet and collaborate. The Speech Department, in collaboration with the Library and the Office of Communications, created course modules to assist students in fulfilling the new requirement (<http://www.deanza.edu/library/infoliteracy.html>).

In the preceding years:

- The [2015 Convocation](http://deanza.edu/slo/convocations/2015_convocation.html) focused on the core competency of Physical/Mental Wellness and Personal Responsibility (http://deanza.edu/slo/convocations/2015_convocation.html).
- The [2014 Convocation](http://deanza.edu/slo/convocations/2014_convocation.html) addressed Civic Capacity for Global, Cultural, Social and Environmental Justice, formerly Global, Cultural, Social and Environmental Awareness (http://deanza.edu/slo/convocations/2014_convocation.html). The strengthened phrasing of the ICC resulted from assessing the original wording at the [2013 Convocation](http://deanza.edu/slo/convocations/2013_convocation.html).
- The [2013 Convocation](http://deanza.edu/slo/convocations/2013_convocation.html) examined similar issues and prompted a re-thinking of the competency that was previously Global, Cultural, Social and Environmental Awareness (http://deanza.edu/slo/convocations/2013_convocation.html).
- The [2012 Convocation](http://deanza.edu/slo/convocations/2012_convocation.html) focused on Critical Thinking and produced a rubric for faculty to use in assessing this competency in their classes (http://deanza.edu/slo/convocations/2012_convocation.html and http://deanza.edu/slo/critical_thinking_assessment/ct_rubric.html).

Assessing the remaining core competency, Communication and Expression, will be discussed at the 2017 Convocation.

In addition, the ICC outcomes are also directly assessed through questions on the Community Engagement Survey (http://deanza.edu/ir/deanza-research-projects/surveys/DAC_Civic_Engagement_Spring16.pdf). In one set of questions, 45 percent of respondents stated they discussed political, social or community issues daily or weekly before entering this college, while 40 percent said the same after they entered the college. The questions were also assessed on the spring 2016 student accreditation survey and disaggregated by ethnicity, gender and age (http://deanza.edu/accreditation/2017/pdf/StudentAccreditationICCs_2016.pdf).

Student Services Learning Outcomes and Administrative Unit Outcomes for Academic and Instructional Services

Among instructional support programs, Student Services (16 areas), Academic Services (seven areas) and Instructional Services (six areas) have outcome statements and are involved in ongoing outcomes assessment. Coordinators for all program areas have been trained in using the TracDat system to organize, plan, record and report their outcomes assessment cycles and information. Instructional support programs are on track to achieve the college goal of completing a second assessment cycle by winter 2019.

Administrative Unit Outcomes (AUOs)

Within College Services, College Operations (eight areas) and Finance (now consolidated to five areas) have adopted outcome statements and are involved in assessing outcomes. The college services areas are on track to achieve the college goal of completing at least one AUO assessment cycle for each outcome statement between fall 2014 and spring 2016.

SUMMARY OF OUTCOMES AND ASSESSMENT PLANNING ACTIVITIES

TracDat

- During summer 2015, De Anza upgraded to the new version of TracDat (TracDat 5). New manuals were created for the new version, including: TracDat Manual, How to Assign an Assessment to a Colleague and Here is how to change an outcome statement on TracDat (http://deanza.edu/slo/guides/sloguide/Faculty_Manual.pdf; http://deanza.edu/slo/tracdat/Assigning_an_Assessment.pdf; http://deanza.edu/slo/tracdat/Changing_Outcome_On_TracDat.pdf).

New Faculty Orientation

- A presentation during orientation for new faculty and staff outlined the SLO assessment process at the course level (http://www.deanza.edu/slo/New_Faculty_Staff_2015-16.pptx)

Opening Day 2016

- SLO Coordinators presented a workshop at District Opening Day, entitled "[Making it Meaningful: Authentic and Innovative Outcomes Assessment in the Foothill-De Anza Community College District.](http://deanza.edu/slo/pdf/SLOAC_PLOAC_Rubric.pdf)" In addition, a new rubric (http://deanza.edu/slo/pdf/SLOAC_PLOAC_Rubric.pdf) was unveiled.
- Because all SLOs at the course level and all PLOs must be assessed between fall 2014 and spring 2019, each department was emailed a report of the assessments completed from June 30, 2014, to present.

Reports Prepared

- Accreditation 2017 SLO Process draft.
- ACCJC Annual Report 2016 (<http://deanza.edu/accreditation/pdf/2016/ACCJC%20Annual%20Report%20Submitted%20-%2003.26.15.pdf>)
- Flexible Calendar Activity Submission Form 2015–2016

Partners in Learning Conference 2016

- SLO coordinators presented a workshop on assessment, entitled "How 'One More Thing' Can Lead to 'Far Fewer Things': Assessment as a Mechanism for Managing Workload" (<http://www.deanza.edu/academic-services/pil/>).

Program Review

- SLO coordinators worked with the Instructional Planning and Budget Team to ensure assessments of outcomes drive resource allocation (<http://deanza.edu/gov/IPBT/notes/>).
- SLO coordinators delivered a presentation to instructional deans to coordinate updates and the reports needed from TracDat (<http://deanza.edu/gov/IPBT/notes/>).

Faculty SLO Convocation 2016

- Assessing Information Literacy: Equity and Inter-Connections (http://deanza.edu/slo/convocations/2016_convocation.html)
- The outcome for the afternoon session was for faculty to engage in dialogue on SLO work at the course and program levels. The departmental faculty met to work on SLO and PLO Assessment Cycles (SLOACs and PLOACs). Drop-in help was available on any aspect of the SLO process.

Training for Student Services and Administrative Units

- The SSLO/AUO coordinator began initial meetings with the college's noninstructional divisions and departments to assess needs and processes.
- SSLO workshops began as early as August 2015, which included an introduction to the SSLO/AUO process, the accreditation cycle, definitions of terms and language, and applied techniques.
- Follow-up training was conducted in the winter quarter. More training sessions will be conducted in fall 2016 for college services programs.
- The SLO coordinator met with the new dean of Community Education to review completed assessments and plan future work.
- The hiring of several new managers and a reorganization in Student Services resulted in an update of outcomes in many areas. Area managers met in spring and summer 2016 to discuss outcomes and the use of TracDat.

Training for Faculty

- An SLO liaison workshop was held Feb. 3, 2016, focusing on how to assist with program review.
- Program Review workshops were held on Feb. 4 and Feb. 10, 2016.
- SLO coordinators held a workshop, [SLO Process for Tenure Track Phase I Faculty](#), on March 3, 2016.
- Additional workshops focusing on [part-time faculty](#) and assessments were held April 27 and May 20, 2016.
- "Help-shops" guide faculty through the process of choosing assessment methods, stating data summaries and reflections, and choosing meaningful enhancements at the course and program levels. These sessions also provide help with entering SLOAC and PLOAC information into the TracDat system. Help-shops were available at the SLO Convocation and on College Opening Day.
- Drop-in help sessions are provided throughout the year during SLO office hours in the Academic Senate office, with specific times adjusted each quarter.

SLO Liaison Program

- A workshop was held Sept. 18, 2015, to help SLO liaisons become familiar with new TracDat features, set goals for outcome evaluations and discuss contract requirements for part-time faculty regarding course assessment and program outcomes.

Presentations to Academic Senate

- SLO coordinators attended Academic Senate meetings on a near weekly basis to share information on SLO processes, requests and successes.

Self-Assessment of the SLO Process

- The Curriculum Committee oversees the quality of SLO statements, requiring some faculty members to reword statements included in course outlines submitted for five-year review.

Award

- A new award was established to encourage enhancement of student learning through assessments (http://www.deanza.edu/slo/convocations/500_LOAC_Award.pdf).

ANNUAL GOVERNANCE REFLECTION

Beginning in spring 2016, each shared governance group has been asked to reflect on their processes by addressing two targeted questions each year. The results are being published in this and future annual updates to the Educational Master Plan and will inform the college's planning processes. This replaces the Annual Governance Assessment Survey. Text has been edited for length and clarity.

Question 1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our mission, Institutional Core Competencies, and commitment to equity?

Academic Senate

Over the past year, the Academic Senate has fulfilled the college's mission, the ICCs and its commitment to equity in multiple ways. The Senate has established the call-in culture practice through activities and the use of calling-in culture notes or cards. Senators participated in equity workshops led by the faculty director of the Office of Equity, Social Justice and Multicultural Education, as well as the annual Partners in Learning conference. The senate promotes student leadership participation through DASB representation at senate meetings.

In addition, the senate reviewed and adopted Canvas, a course management system (CMS) that emphasizes the value of innovation. The senate also has addressed class registration procedure issues and enrollment management, to strive for equity for full- and part-time students. The General Education steering committee also conducted significant work.

The Academic Senate provides guidance and establishes policies to advocate for student success. Senators foster the development of community and civic engagement by participating in shared governance groups. The senate engages in equity in shared governance by embodying equity as the driving force of the campus, guiding the policies that support student success by encouraging academic diversity and a learning environment to foster students' character, as well as the development of grit, persistence and civic engagement.

The senate has established a tone of equity, strong community skills and critical thinking. Senators support faculty and students' concerns in communication, information literacy, personal responsibility, civic capacity and critical thinking, and promote equity – through dialogue, resolutions and the call-in culture promoted at every meeting. Further, the Open Educational Resources initiative

for all students speaks to Information Literacy competency and aims to create more affordable solutions for students to acquire textbooks. The statistical evidence of their efforts to work with different identified groups helped to highlight the needs of each group and how far we need to go as a college.

The senate's emphasis on positive communication techniques is appreciated and recognized as tools for the classroom and working with students. The senate is also viewed as working toward common goals. Nevertheless, some senators see the work as focused on faculty issues and not student-centered, and feel it replicates a "top-down" approach that, in the opinion of some, is taken by administration. Some members commented that the work occurred in isolation and was overly focused on faculty issues brought forward by those with the loudest voices and privileges in the institution. However, by knowing the college's mission and ICCs, and having had training in equity and social justice, senators believe they are more aware and accountable in all senate work.

Campus Budget Team

This group is responsible for reviewing current district and college fiscal allocations, and with making recommendations to College Council. To advance their work, committee members review and discuss resource allocations in terms of both equity and alignment with the mission and core competencies. They are proud of the review and facilitation of budget information and understanding, which includes consideration of budget assumptions and campus needs. The committee has a robust website and is improving communication of budget and fiscal updates campuswide. The committee is also focused on communicating budget and fiscal information in a transparent and easy to understand manner.

Classified Senate

The Classified Senate supported the Service Excellence Project, which included several events related to equity: the Six Success Factors, the Welcoming Environment, and Stop the Bounce. The Service Excellence project incorporates ICCs as well as institutional values by encouraging dialogue and creating a culture around equity and open-mindedness. The Senate also supported Professional Development Day, which helps fulfill the ICCs of Personal responsibility, Communication, and Critical Thinking, and supports equity endeavors. The Senate's naming a communications officer and developing a communications plan relate to the ICC of Communication and Expression, while the Employee of the Month subcommittee recognizes professional responsibility and engagement within the campus community.

College Council

The group reported that it helped fulfill the college's mission over the past year by reviewing and providing final approvals of the resource allocation requests submitted through the Program Review process. The program review and resource requests from all planning and budget teams are driven by the college mission and a commitment to equity, as outlined in the Educational Master Plan. The group also engages in discussions about student success and completion, and the rates for different student groups. College Council recently approved both the Facilities Master Plan, which was written with equity and values at its core.

College Planning Committee (CPC)

The committee made changes to the annual governance assessment process by developing and implementing the two reflection questions used here to more closely reflect the college's mission and commitment to equity. The committee also obtained College Council's approval for annual monitoring of the college's Institutional Metrics. College Council will then take responsibility for a campuswide approach to achieving the metrics by 2020. In addition, the committee focused on working toward completion of the self-evaluation report as the advisory committee for accreditation.

Curriculum Committee

The Curriculum Committee works to ensure that the college's mission, ICCs and commitment to equity are integrated into the curriculum review process. For example, courses are reviewed to ensure that assessment and evaluation mechanisms are fair and equitable. The committee also works to ensure fair and equitable membership, and to uphold standards that are communicated to faculty initiators and expected of division representatives. The committee currently evaluates courses for their commitment and assessment of the core competency of Information Literacy. It also assisted in the creation and review of courses to meet the new Environmental Sustainability and Global Citizenship requirement for General Education requirements. Through the process of reflecting on these questions, the committee identified areas where improvements can be made to their own process. For example, the committee plans to increase efforts to examine course outlines for multicultural content, which members say has not been pursued as vigorously in recent years as it had been in the past.

Developmental and Readiness Education Task Force

The DARE Task Force continually uses data from developmental courses to identify major objectives for the group to target. An inclusive, community-building process led to the decision to support a significant summer project rather than the previous mini-grants. This process fulfills the college mission by targeting underserved and underrepresented students and increasing their likelihood of progressing to transfer-level courses from the basic skills sequence. The initiative will take place in summer 2016.

Instructional Planning and Budget Team

The team strongly believes that equity is at the core of decision-making, as exemplified in the criteria for faculty hiring and resource allocations. The committee also worked diligently to develop and integrate equity questions within the APRU form, which departments must answer. The form also requires departments to respond to SLO questions and map all SLOs to PLOs and ICCs. As a result, SLO and ICC assessments drive resource allocations in instructional areas.

Student Learning Outcomes Committee

The committee is directly involved in assessing ICCs as well as in raising campus awareness regarding the ICCs and the role that faculty and staff play in achieving outcomes. This year's Convocation focused on the ICC of Information Literacy, with workshops and conversations that helped focus participants' attention on their own contributions to this core competency. The outcomes process relies on an institutional commitment to student equity, while encouraging the campus community to assess data that may help ensure all students have the opportunity to succeed. In addition, the team's contributions to the instruction questions on the Program Review form served as the basis for the new governance assessment questions.

Student Services Planning and Budget Team

Each year the team sets goals that support the college's mission, ICCs and commitment to equity. The 2015–16 priorities include the Student Success and Support Program (SSSP), priority enrollment, enrollment management and technology goals, as well as Student Equity Plan goals for veterans, foster youth and African Ancestry/Latino males. Staff and counselors were hired to support students within these areas. This directly supports equity and closing achievement gaps for the targeted student populations. Additional priorities include Title IX compliance, Comprehensive Program Review, the self-evaluation report and online student services.

Technology Committee

In winter and spring, the Technology Task Force conducted a thorough review of the group's mission and role. Ultimately the group proposed a revised mission statement to more clearly define its role in advising on technology proposals. The group also proposed establishing designated, representative membership collegewide. In addition, the task force proposed the renaming of the group as the Technology Committee to clearly represent its status as a permanent committee. College Council approved all proposals. In establishing representative membership, the committee reinforced its supporting role in the broad work and initiatives of the college: i.e. the mission. The committee also reaffirmed one of its major charges: developing the Technology Plan, which will cohere with the Educational Master Plan, the central focus of which is equity.



Question 2. Reflecting on your governance group's processes and practices over the past year, please identify what has been working and what changes you plan to implement over the next academic year to ensure continuous improvement.

Academic Senate

The Academic Senate found a number of actions were effective over the past year, including equity training workshops; enrollment priorities adjustments; formation of the multiple measures committee to address equity issues in assessment and placement; and a review at the weekly meeting of the previous week's minutes as a refresher. In addition, an open atmosphere was established so senators can fully share their concerns and questions. The senate president has been helpful in communicating weekly with senators. Time management has been excellent, allowing more tasks to be accomplished. The senate also benefited from an active and engaged senate body, along with strong leadership to maintain meeting management and professionalism. The senate remains engaged through difficult budget times as well as easier times.

The weekly practice of "calling in," using calling-in cards, activities and situational awareness, was helpful, but some felt the effect was minimal, saying it is hard to expect senators to "call in" when they witness a microaggression and are not aware of what a microaggression actually is. The calling-in practice at the meetings took a significant amount of time for reflection on often-emotional issues.

The senate formed an enrollment management committee to assess the cross-listing process, which felt like a more democratic process as administrators, faculty and staff were involved. There was a balance between time management and going more in-depth with salient issues. The senate also informed the campus community of the proper etiquette when addressing the senate, as well as the benefits of more "deep dives" into each topic rather than a quick, "fly-by" approach. There was more approving of resolutions and less wordsmithing.

For the coming year, the senate believes improvements should include: ensuring that a student body representative is at the meetings on an ongoing basis; increasing discussion of day-to-day issues that faculty face; refraining from the use of acronyms; engaging senators in further understanding microaggressions; remaining engaged in student issues as well as community needs as they evolve in Cupertino and throughout Silicon Valley; remaining engaged with the changing demographics of the campus and community, while striving to engage students of every background; and creating more of a calling-in culture and an atmosphere of equity in classes.

Campus Budget Team

The group believes that discussions and review of the college budget have helped clarify the processes and practices for campus budget allocations. Discussion and review of state and district financial issues have assisted in making informed decisions about budget allocations. The team is continuing to work to improve campuswide communications about the budget and resource allocations. They are developing a campus resource allocation model tied to planning and program reviews.

Campus Planning Committee

The committee plans to more closely monitor the institutional metrics and continue to guide the college through the accreditation process.

Classified Senate

The senate reported that it will continue to support the Service Excellence Project, and they will be seeking additional funding sources in order to expand the project's reach. The committee would like to increase the availability of activities that support classified professionals by boosting morale and showing they are valued campuswide, all of which leads to better student service outcomes. The committee is also dedicated to fully developing and implementing its communication plan this coming year.

College Council

Moving forward, College Council would like to hold deeper discussions around equity and the implications of equity, rather than merely ratifying the work of other groups. Next year, the College Planning Committee will make recommendations regarding meeting institutional goals within the Educational Master Plan. College Council will determine if a collegewide commitment is needed to meet the goals.

Curriculum Committee

The Curriculum Committee continues to implement processes of evaluation for improvement. The Curriculum Advisory Committee, a subcommittee of the Curriculum Committee, continually meets with faculty, administrator and staff representatives to participate in discussions and share feedback on the procedures, policies and concerns from faculty. This is an ongoing process that will continue through the next academic year. This process has informed committee decisions, some of which include logistics of curriculum meetings, assistance with initiators, and communication with faculty and administration.

Developmental and Readiness Education Task Force

DARE will review the success of its "All-In" summer project and look for ways to increase these kinds of activities for students in developmental courses. The committee's goal is to increase students' likelihood of placing in a higher-level course after receiving critical support and focused instruction.

Finance and College Operations Planning and Budget Team

Committee members would like to better understand how to infuse equity into day-to-day operations. They would also like to continue to ensure that information is being shared between departments and increase the participation of committee members in planning and budget activities.

Instructional Planning and Budget Team

The committee took a holistic approach to developing the Annual Program Review Update (APRU), which will lead into the Comprehensive Program Review Update (CPRU) form. The group developed the APRU form first to ensure that the APRUs are aligned with the CPRU. Instructional areas now know what to expect as the CPRU is similar to the APRU.

Student Learning Outcomes Committee

The committee believes the annual SLO convocation serves its purpose well and that it has successfully helped to integrate the program review process into TracDat. In the coming year, the committee hopes to increase communication with the planning and budgeting teams, particularly the SSPBT, to ensure that outcomes assessment is meaningfully tied to decision-making. The committee also plan to increase awareness across the campus regarding ongoing assessment. They have renewed their efforts to offer training workshops this spring and plan to continue them into the coming year.

Student Services Planning and Budget Team

Members reported that they feel comfortable participating in discussions and making recommendations, and that the discussions are open and transparent. They feel that the committee typically achieves its goals each year and that members are dedicated to completing their work. Starting next year, they plan to track and report on the progress of the team goals and priorities each quarter; provide an orientation to new committee members; ensure they have a student member on the committee (either a DASB representative or student at-large); clarify for all members how the committee's work connects with the big picture, its relevance, and its impact on the district; and ensure there is a greater connection to other planning and budget teams to integrate and coordinate planning.

Technology Committee

The group reported that the revisions to the committee's mission, and their ability to clearly define its membership, key charges and processes were all significant accomplishments over the past year. In 2016–17, the committee will further implement and assess the changes, particularly with regard to technology proposals. The committee will also fulfill two major charges in the development of the Technology Plan and technology sections of the accreditation self-evaluation.





College Council

Brian Murphy – Chair
President, De Anza College

Mayra Cruz – Co-Chair
President, Academic Senate
Faculty, Child Development and Education

Randy Bryant – Instructional Dean
Acting Dean, Business, Computer Science & Applied Technologies

Susan Cheu – Finance and College Operations Planning and Budget Team
Vice President, Finance and College Operations

Stacey Cook – Student Services Planning and Budget Team
Vice President, Student Services

Christina Espinosa-Pieb – Instructional Planning and Budget Team
Vice President, Instruction

Kevin Glapion – Student Services Planning and Budget Team
Executive Head, Disability Support Services

Rich Hansen – Faculty Association
Faculty, Mathematics

Kalani Hettige – De Anza Associated Student Body
Vice President, DASB

Karen Hunter – Classified Senate
President, Classified Senate
Financial Aid Assistant

Paula Joseph – Finance and College Operations Planning and Budget Team
Senior Administrative Assistant, College Operations

Dylan Kim – De Anza Associated Student Body
President, DASB

Gracian Lecue, Jr. – California School Employees Association
Painter

Lisa Markus – Faculty Association
Faculty, Mathematics

Anita Muthyala-Kandula – Instructional Dean
Dean, Biological, Health and Environmental Sciences

James Nguyen - Instructional Planning and Budget Team
Faculty, Political Science

Edmundo Norte – Equity Action Council liaison
Dean, Intercultural/International Studies

Kimberly Pramana – De Anza Associated Student Body
Chair, DASB Student Rights and Services Committee

Ram Subramaniam – Faculty
Chair, Curriculum Committee
Faculty, Chemistry

Matt Trosper – Association of Classified Employees (ACE)
Academic Adviser, Physical Education and Athletics

Pam Grey – advisory
Associate Vice President, College Operations

Rob Mieso – advisory
Associate Vice President, Student Services

Mallory Newell – advisory
Supervisor of Institutional Research and Planning

Lorrie Ranck – advisory
Associate Vice President, Instruction

Marisa Spatafore – advisory
Associate Vice President, Communications and External Relations

Martin Varela – advisory
Interim Director, Budget and Personnel

Accreditation Steering Committee
(College Planning Committee)

Mallory Newell – Chair
Supervisor, Office of Institutional Research and Planning

Susan Cheu – Finance and College Operations Planning and Budget Team
Vice President, Finance and College Operations

Mayra Cruz – Academic Senate
President, Academic Senate
Faculty, Child Development and Education

Karen Hunter – Classified Senate
President, Classified Senate
Financial Aid Assistant

Anu Khanna – Instructional Planning and Budget Team
Faculty, Intercultural Studies Division

Coleen Lee-Wheat – Guest
Dean, Physical Education and Athletics

Brian Murphy – Administrator
President, De Anza College

Anita Muthyala-Kandula – Equity Advisory Council
Dean, Biological, Health and Environmental Sciences

James Nguyen – Academic Senate
Faculty, Political Science

Toño Ramirez – Student Learning Outcomes Team
Faculty, Philosophy

Lorrie Ranck – Library and Learning Resources Division Representative
Associate Vice President, Instruction

George Robles – Student Services Planning and Budget Team
Supervisor, EOPS

Marisa Spatafore – Administrator
Associate Vice President, Communications and External Relations

Student Learning Outcomes (SLO) Steering Committee

Mary Pape – Co-Chair
Faculty, Computer Information Systems

Toño Ramirez – Co-Chair
Faculty, Philosophy

Veronica Avila – Faculty
Faculty, Language Arts

Mallory Newell – Classified Professional
Supervisor, Institutional Research and Planning

Christina Espinosa-Pieb – Administrator
Vice President, Instruction

Susan Cheu – Administrator
Vice President, Finance and College Operations

Marisa Spatafore – Administrator
Associate Vice President, Communications and External Relations

Lorrie Ranck – Administrator
Associate Vice President, Instruction

Coleen Lee-Wheat – Administrator
Dean, Physical Education and Athletics

Organization of the Self-Evaluation Process

De Anza College is an accredited two-year institution that is authorized to grant associate and transfer degrees and certificates and provide basic skills and workforce development in Silicon Valley. De Anza's last comprehensive evaluation and site visit for the Accreditation Commission for Community and Junior Colleges (ACCJC) occurred in 2011.

As a result of that report and visit, the college's accreditation was reaffirmed with three recommendations regarding the college's mission statement; its newly implemented Integrated Planning, Assessment and Resource Allocation Model; and proficiency in Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs). The college submitted a 2012 follow-up report that discussed how its mission statement clearly defines the students it serves, along with steps being taken to assess the planning process and progress on meeting SLO, SSLO and AUO proficiency.

The campus visit for the 2012 follow-up report verified that the college had adequately responded to the Commission's recommendations regarding the Integrated Planning, Assessment and Resource Allocation Model and SLO, SSLO, and AUO proficiency. A 2013 Follow-Up Report was required to address the one outstanding recommendation concerning the mission statement. The 2013 follow-up report reiterated the college's strong belief that the mission statement clearly defines the student population that it serves, while presenting evidence for this claim. The Commission responded to that 2013 follow-up report by concluding the college had adequately responded to all three recommendations from the 2011 comprehensive site visit.

In 2014, De Anza submitted a mid-term report as part of the Commission's regular accreditation timetable. That report affirmed the college's sustained efforts in upholding its mission, its commitment to an integrated planning and resource allocation process, and continued proficiency around SLOs, SSLOs and AUOs. The Commission accepted the report.

Throughout the accreditation cycle, the College Planning Committee (CPC) annually gathered data and evidence to inform the Self-Evaluation Report, through engagement with the shared governance groups that were asked to annually compile evidence of progress on the planning agendas outlined in the 2011 Self-Study Report. The CPC also annually updated the Educational Master Plan, with new information about the planning cycle; SLO, SSLO and AUO work; and progress toward achieving Institutional Metrics. This served as an annual compilation of work to inform the 2017 Institutional Self-Evaluation Report.

In order to streamline the self-evaluation process and honor the strong shared governance processes already well established, the CPC recommended to College Council that the standards drafting be conducted within the college's existing shared governance committees, with representative membership and in the committees' areas of expertise. A member of each governance group served on the CPC, which, as approved by College Council, evolved into the Accreditation Steering Committee during the ISER preparation period. The CPC is already charged with monitoring accreditation and includes representatives from faculty, classified staff, students and administrators. The institutional researcher, who served as the accreditation liaison officer, chairs the CPC, as she did the temporary Accreditation Steering Committee. In the case of Standard II.B, Library and Learning Support Services, the Learning Resources Division managers were asked to create a standing committee

specifically assigned to that area. This organizational structure was approved by College Council (Accreditation 2017: <http://link.deanza.edu/ISER-1>).

The 2017 self-evaluation process began in January 2016. Each shared governance committee was assigned its relevant standard, underwent training on the standards and self-evaluation process, and used an accreditation matrix to begin gathering evidence and notes. The committees assigned to the accreditation standards are identified below.

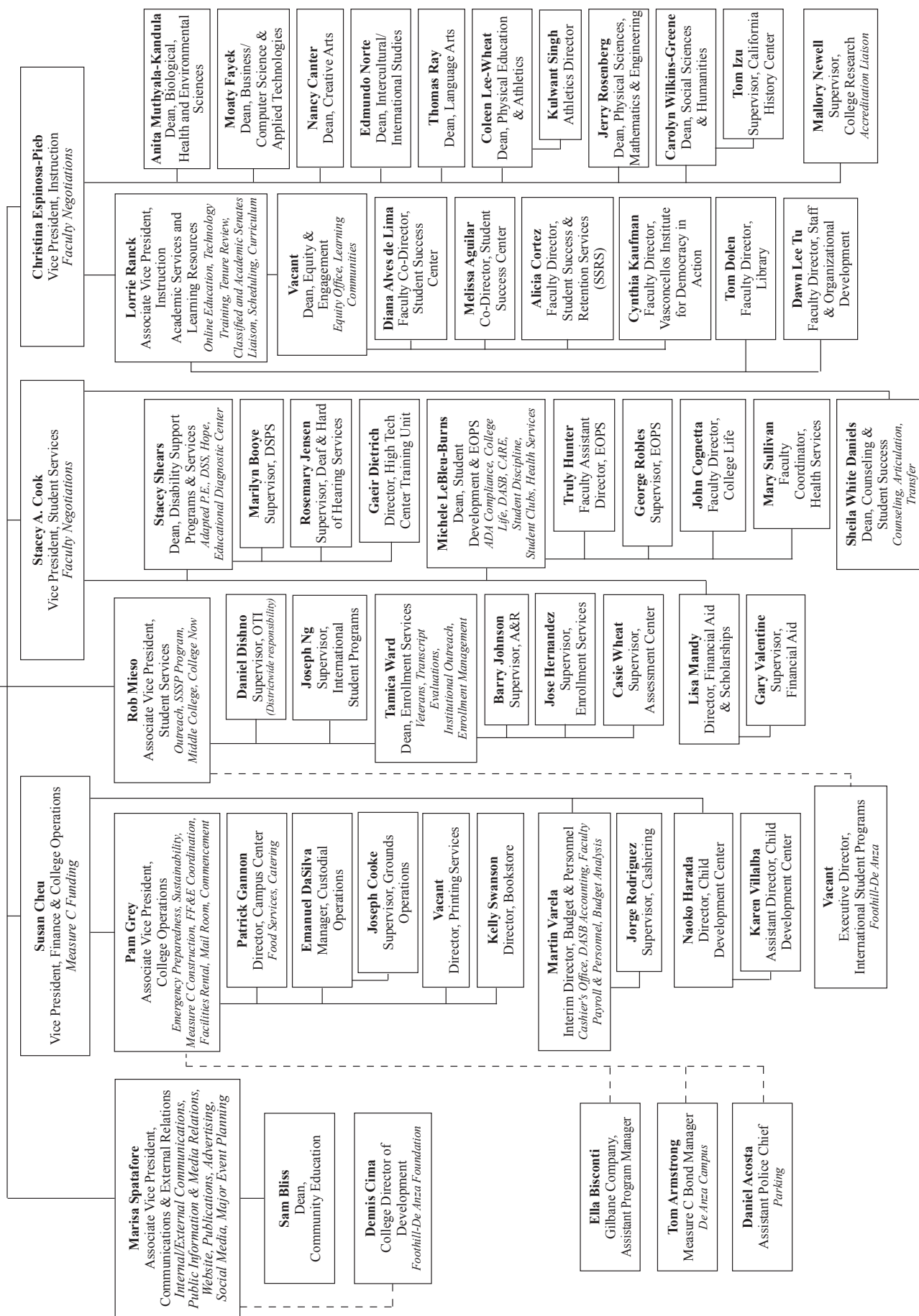
Standard	Responsible Party	Team Leads	Accreditation Steering Committee Representative
Introduction	Office of Institutional Research and Planning	Mallory Newell	Mallory Newell (Classified Supervisor)
Standard I.A	College Planning Committee	Mallory Newell	Mallory Newell (Classified Supervisor)
Standard I.B	College Planning Committee	Mallory Newell	Mallory Newell (Classified Supervisor)
Standard I.C	College Planning Committee	Mallory Newell	Mallory Newell (Classified Supervisor)
Standard II.A	Instructional Planning and Budget Team	Christina Espinosa-Pieb and Jim Nguyen	Anu Khanna (Faculty)
Standard II.B	Library and Learning Resources	Lorrie Ranck	Lorrie Ranck (Administrator)
Standard II.C	Student Services Planning and Budget Team	Stacey Cook and Kevin Glapion	George Robles (Classified Supervisor)
Standard III.A	Finance and College Operations Planning and Budget Team	Susan Cheu and Paula Joseph	Susan Cheu (Administrator)
Standard III.B	Finance and College Operations Planning and Budget Team	Susan Cheu and Paula Joseph	Susan Cheu (Administrator)
Standard III.C	Technology Committee	Marisa Spatafore and Mary Pape	Marisa Spatafore (Administrator)
Standard III.D (Liabilities, Contractual Agreements)	Finance and College Operations Planning and Budget Team	Susan Cheu and Paula Joseph	Susan Cheu (Administrator)
Standard III.D (Planning and Fiscal Responsibility and Stability)	Campus Budget Team	Susan Cheu and Mayra Cruz	Mayra Cruz (Faculty)

Standard	Responsible Party	Team Leads	Accreditation Steering Committee Representative
Standard IV.A	Academic Senate	Mayra Cruz and Jim Nguyen	Jim Nguyen (Faculty)
Standard IV.A	Classified Senate	Karen Hunter	Karen Hunter (Classified)
Standard IV.B	Senior Staff	Brian Murphy	Brian Murphy (Administrator)
Standard IV.C	District Advisory Team	David Ulate	N/A
Standard IV.D	District Advisory Team	David Ulate	N/A

Committee members were assigned areas from the questions outlined in ACCJC's Guide to Evaluating Institutions to investigate, gather evidence, report back to the committee and add to the accreditation matrix for purposes of drafting the report. The Office of Institutional Research and Planning provided districtwide information and supporting evidence. Initial drafts of the standards and evidence were placed on a shared drive, where they could be read and edited. The timeline for the report preparation is below:

De Anza College Accreditation Timeline	
November 2015	College Council approves College Planning Committee evolving to the Accreditation Steering Committee
December 2015	- Steering Committee develops Accreditation Matrix - Steering Committee develops timelines, goals, tracking form to monitor monthly progress - ALO develops Accreditation 2017 website to store all information, presentations - ALO develops Office 365 folder to store all documents
January 2016	- District provides functional map to colleges for feedback - College Council approves proposed standards teams, accreditation timeline, website
February 2016	- Steering Committee assigns standards to teams - ALO provides training on standards, Office 365 - ALO provides training on how to complete Accreditation Matrix - Steering Committee reviews timelines, goals assigned to each group

De Anza College Accreditation Timeline	
March-April 2016	- Teams work on Accreditation Matrix - Campus provides feedback on student and employee accreditation surveys - Classified Senate Professional Development Committee holds Accreditation Café
May 2016	ALO sends accreditation surveys to students and employees
June 2016	Research Office analyzes results of accreditation surveys
September 2016	- Research Office shares results of accreditation surveys - ALO shares accreditation process, survey results with Board of Trustees - ALO gives Opening Day presentation: Linking Student Equity with Accreditation
October-November 2016	- Steering Committee orients new committee members to accreditation process - ALO trains teams on how to complete Self-Evaluation Template - Teams convert Accreditation Matrix into Self-Evaluation Report
December 2016	- Steering Committee determines areas for Quality Focus Essay (QFE) - Teams finalize Self-Evaluation Report areas
January 2017	- Steering Committee drafts QFE - Communications Office begins first copy edits of Self-Evaluation Report
February 2017	- Steering Committee finalizes QFE, shares with governance groups - Communications Office begins copy edits of QFE
March 2017	Communications Office posts Self-Evaluation Report and QFE for campus and public feedback
April 2017	Steering Committee incorporates campus feedback in final draft
May 2017	Communications Office begins final editing of all documents
June 2017	Steering Committee sends Self-Evaluation Report to trustees for approval
July-September 2017	- Communications Office prints Self-Evaluation Report - ALO sends copies to visiting team - ALO compiles hard copies of evidence for team room - Steering Committee makes arrangements for visiting team
October 2017	Steering Committee hosts site visit



Updated 08.01.2017
Office of Communications

--- Indicates liaison function

Functional Responsibility*P = Primary, S = Secondary, SH = Shared***Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A:**Mission**

		College	District
I.A.1	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	P
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	P
I.A.3	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	P
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	P

I.B:**Assuring Academic Quality and Institutional Effectiveness****Academic Quality**

I.B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S

Institutional Effectiveness

I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	P
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

I.B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	P
I.C:	<u>Institutional Integrity</u>		
I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)	P	S
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	P
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	P
I.C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
I.C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	P
I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	P
I.C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	P

I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	P
I.C.13	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	SH	SH
I.C.14	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	SH	SH

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

2A:

Instructional Program

		College	District
2A1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2A2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
2A3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S

2A4	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
2A5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
2A6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
2A7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
2A8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
2A9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
2A10	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
2A11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
2A12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
2A13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
2A14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
2A15	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
2A16	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S

2B:	<u>Library and Learning Support Services</u>		
2B1	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2B2	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
2B3	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
2B4	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S
2C:	<u>Student Support Services</u>		
2C1	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S

Delineations of Functions Map

Foothill-De Anza Community College District

2C2	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
2C3	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
2C4	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
2C5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S

2C6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
2C7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
2C8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

3A:

Human Resources

		College	District
3A1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
3A2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3A3	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
3A4	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	P	S
3A5	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
3A6	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
3A7	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
3A8	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
3A9	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	P
3A10	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	P

3A11	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
3A12	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
3A13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
3A14	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	P
3A15	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH

3B:**Physical Resources**

3B1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
3B2	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
3B3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
3B4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH

3C:**Technology Resources**

3C1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
3C2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
3C3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
3C4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	P
3C5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

3D:**Financial Resources****Planning**

3D1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH
3D2	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH
3D3	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH

<i>Fiscal Responsibility and Stability</i>			
3D4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
3D5	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
3D6	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
3D7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
3D8	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
3D9	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH
3D10	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
<i>Liabilities</i>			
3D11	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
3D12	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
3D13	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
3D14	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	P	P
3D15	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S
<i>Contractual Agreements</i>			
3D16	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	P

Functional Responsibility*P = Primary, S = Secondary, SH = Shared***Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

4A:**Decision-Making Processes**

		College	District
4A1	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	P
4A2	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	P
4A3	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	P
4A4	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
4A5	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	P
4A6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	P
4A7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	P

4B: **Chief Executive Officer**

4B1	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
4B2	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
4B3	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and	P	S
4B4	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
4B5	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
4B6	The CEO works and communicates effectively with the communities served by the institution.	P	S

4C: **Governing Board**

4C1	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
4C2	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P
4C3	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P
4C4	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N/A	P
4C5	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P

4C6	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
4C7	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	P
4C8	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
4C9	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
4C10	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	P
4C11	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N/A	P
4C12	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	P
4C13	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P

4D:**Multi-College Districts or Systems**

4D1	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
4D2	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P

4D3	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4D4	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
4D5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
4D6	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
4D7	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

De Anza College is one of 113 public, two-year community colleges authorized to operate by the state of California. As part of the Foothill-De Anza Community College District, De Anza College is governed by a locally elected, five-member board of trustees.

De Anza College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, 415.506.0234, which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Evidence

1. Reaffirmation of Accreditation Letter, Feb. 1, 2012: <http://link.deanza.edu/ER1-1>

2. Mission

De Anza College's educational mission is clearly defined. The statement is reviewed periodically by the college and is adopted by College Council and the Foothill-De Anza Community College District Board of Trustees. The mission specifically states the college's commitment to achieving student learning. The most recent update, in spring 2014, amplified the previous mission statement but enhanced the college's approved Institutional Core Competencies (ICCs) by changing the ICC regarding civic engagement to "civic capacity for global, cultural, social and environmental justice." The mission statement is published in the annual college catalog, on the website and widely across the college (Mission and Values: <http://link.deanza.edu/ER2-1>). The college's six-year planning and assessment cycle builds mission review into the process for integrated planning and resource allocation.

Evidence

1. Mission and Values: <http://link.deanza.edu/ER2-1>

3. Governing Board

De Anza College is one of two colleges in the Foothill-De Anza Community College District. The five trustees are elected at large for four-year, staggered terms. A student trustee is elected annually by the student body of each college. The board is responsible for the quality, integrity and financial stability of the district and ensures the implementation of the mission of De Anza and Foothill colleges, as established in the Board Philosophy, Mission and Roles and Responsibilities. The board is an independent policy-making body and adheres to its Conflict of Interest Policy and Conflict of Interest Code (Board Policy 2710: <http://link.deanza.edu/ER3-1>; Board Policy 2712: <http://link.deanza.edu/ER3-2>).

Evidence

1. Board Policy 2710: <http://link.deanza.edu/ER3-1>
2. Board Policy 2712: <http://link.deanza.edu/ER3-2>

4. Chief Executive Officer

Brian Murphy, Ph.D., was appointed president of De Anza College by the board of trustees in 2004. Authority to operate the college and administer board policies is given to the president as the board directs the chancellor to establish organizational charts that delineate the lines of responsibility to the president (Board Policy 3100: <http://link.deanza.edu/ER4-1>), and the presidents and vice chancellors are directed to establish organizational charts that delineate the lines of responsibility within their organizational units (Administrative Procedure 3100: <http://link.deanza.edu/ER4-2>). Dr. Murphy is a full-time administrator and does not serve on the governing board of the Foothill-De Anza Community College District. De Anza College is aware of its responsibility to immediately notify the Accrediting Commission when there is a change in the chief executive officer appointment.

Evidence

1. Board Policy 3100: <http://link.deanza.edu/ER4-1>
2. Administrative Procedure 3100: <http://link.deanza.edu/ER4-2>

5. Administrative Capacity

De Anza College employs 28 well-qualified administrators to support the college mission and purpose. Policy regarding administrative employment is established in board policy, with processes outlined by the district (Board Policy 4130: <http://link.deanza.edu/ER5-1>; Administrative Procedure 4130: <http://link.deanza.edu/ER5-2>). Evaluation is conducted through the college and the district Office of Human Resources and Equal Opportunity, with the board advised of evaluations (Board Policy 4145: <http://link.deanza.edu/ER5-3>).

Evidence

1. Board Policy 4130: <http://link.deanza.edu/ER5-1>
2. Administrative Procedure 4130: <http://link.deanza.edu/ER5-2>
3. Board Policy 4145: <http://link.deanza.edu/ER5-3>

6. Operational Status

De Anza College serves a diverse student body of about 22,000 students in fall 2016 (Fall 2016 Fact Book: <http://link.deanza.edu/ER6-1>). Extensive longitudinal enrollment information is published through the Office of Institutional Research and Planning (Fact Books: <http://link.deanza.edu/ER6-2>). The current schedule of classes is available online (Schedule of Classes: <http://link.deanza.edu/ER6-3>)

Evidence

1. Fall 2016 Fact Book: <http://link.deanza.edu/ER6-1>
2. Fact Books: <http://link.deanza.edu/ER6-2>
3. Schedule of Classes: <http://link.deanza.edu/ER6-3>

7. Degrees

De Anza College offers 54 Associate of Arts or Science degrees, 12 associate degrees for transfer, three skills certificates and 82 certificates of achievement. A student enrolled full-time can generally complete the degree requirements in two academic years. Associate degrees require the completion of 90 quarter units of credit in the prescribed courses, including 32-61 quarter units from the General Education areas based on their degree goal. These requirements provide a breadth of knowledge outside of the students' focused major. Students seeking a degree must also demonstrate proficiency in reading, written expression and mathematics. (Degree and Certificate Programs: <http://link.deanza.edu/ER7-1>).

In 2015-16 the college awarded 1,810 associate degrees, 411 of which were transfer degrees, and 518 certificates (Awards: <http://link.deanza.edu/ER7-2>). Most of the college's 1,655 courses are degree applicable; others provide opportunities in basic skills education. More than 85 percent of students state their goal is to obtain a degree or certificate or to transfer with or without a degree.

Evidence

1. Degree and Certificate Programs: <http://link.deanza.edu/ER7-1>
2. Awards: <http://link.deanza.edu/ER7-2>

8. Educational Programs

De Anza's degree programs are aligned with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. Instructors teach to the standards of their disciplines and honor the official course outline of record, both of which ensure that courses are conducted at levels of quality and rigor appropriate to the degrees offered. Degree- and certificate-level learning outcomes are included in the 2016-17 college catalog (Catalog: <http://link.deanza.edu/ER8-1>).

Evidence

1. Catalog: <http://link.deanza.edu/ER8-1>

9. Academic Credit

De Anza College awards academic credit as established in California Education Code Title 5. The college's quarter unit is based on 12 hours of student contact for lecture and lecture-discussion and 36 hours for lab. Information on the definition of units, grading system, transfer of credit, and units by course are provided in the college catalog (Catalog: <http://link.deanza.edu/ER9-1>).

Evidence

1. Catalog: <http://link.deanza.edu/ER9-1>

10. Student Learning and Student Achievement

De Anza College identifies and assesses Student Learning Outcomes for courses, student services, degrees and certificates. These Program Level Outcomes are published in the 2015-16 college catalog (Catalog: <http://link.deanza.edu/ER10-1>).

The college also provides longitudinal data on student achievement including course completion, program or certificate completion and transfer information on the Institutional Research and Planning section of the college website (Institutional Research: <http://link.deanza.edu/ER10-2>). These trends are examined through the program review process. Job placement data and licensure pass rates are also available and are updated annually (Job Placement and Licensure Rates: <http://link.deanza.edu/ER10-3>).

Evidence

1. Catalog: <http://link.deanza.edu/ER10-1>
2. Institutional Research: <http://link.deanza.edu/ER10-2>
3. Job Placement and Licensure Rates: <http://link.deanza.edu/ER10-3>

11. General Education

De Anza defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry, as described in the college catalog (Catalog: <http://link.deanza.edu/ER11-1>). The college requires all students who earn an A.A. or A.S. degree to successfully complete a general education (GE) course pattern of 31-42 quarter units that cover courses in language and rationality; natural sciences; arts and humanities; social and behavioral sciences; physical education, development, and performance; and intercultural studies. The Curriculum Committee, a subcommittee of the Academic Senate, reviews courses for content, Student Learning Outcomes, assignments, methods of evaluating objectives, and the inclusion of multicultural perspectives within the course outline of record (Curriculum Committee: <http://link.deanza.edu/ER11-2>).

Evidence

1. Catalog: <http://link.deanza.edu/ER11-1>
2. Curriculum Committee: <http://link.deanza.edu/ER11-2>

12. Academic Freedom

De Anza College's students and faculty are free to examine and test all knowledge appropriate to their discipline or area of major study, as stated in Board Policy 4190 (Board Policy 4190: <http://link.deanza.edu/ER12-1>).

Evidence

1. Board Policy 4190: <http://link.deanza.edu/ER12-1>

13. Faculty

De Anza College employed 259 full-time faculty members in fall 2016. Their names, disciplines and degrees are published in the college catalog. Faculty duties and responsibilities are outlined in board policy and detailed in the Faculty Agreement (Board Policy 4155: <http://link.deanza.edu/ER13-1>; Faculty Agreement: <http://link.deanza.edu/ER13-2>).

Evidence

1. Board Policy 4155: <http://link.deanza.edu/ER13-1>
2. Faculty Agreement: <http://link.deanza.edu/ER13-2>

14. Student Support Services

De Anza College provides for all of its students appropriate services that support student learning, as established in Chapter 5 of the board policies (Board Policy Table of Contents: <http://link.deanza.edu/ER14-1>). Student services are consistent with the college mission and its strategic initiatives, including outreach to historically underrepresented populations and student retention and success. Student Services Learning Outcomes (SSLOs) have been identified for all programs, and assessment is in progress (SSPBT Program Review Updates: <http://link.deanza.edu/ER14-2>).

Evidence

1. Board Policy Table of Contents: <http://link.deanza.edu/ER14-1>
2. SSPBT Program Review Updates: <http://link.deanza.edu/ER14-2>

15. Admissions

De Anza College is an open-admissions institution, consistent with Title 5 and the statewide mission for California Community Colleges, and as stated in board policy (Board Policy 5000: <http://link.deanza.edu/ER15-1>).

Evidence

1. Board Policy 5000: <http://link.deanza.edu/ER15-1>

16. Information and Learning Support Services

De Anza College provides extensive physical and electronic library materials and faculty and staff assistance with their use. Materials selection is provided for in Board Policy 6170 (Board Policy 6170: <http://link.deanza.edu/ER16-1>). Holdings include 154,927 electronic books, 76,389 books, 5,600 units of audiovisual media, 32 periodical subscriptions and 58 electronic databases (Library: <http://link.deanza.edu/ER16-2>).

Evidence

1. Board Policy 6170: <http://link.deanza.edu/ER16-1>
2. Library: <http://link.deanza.edu/ER16-2>

17. Financial Resources

The Foothill-De Anza Community College District documents its funding base, financial resources and plans for financial development, which are adequate to support student learning programs and services, improve institutional effectiveness and ensure financial stability. The district's adopted budgets are balanced and reflect reserves in excess of the 5 percent minimum required by the California Community College's Chancellor's Office. Part of the reserves have been designated by the board of trustees as a "stability fund" to position the district for state budget shortfalls, minimizing the need to borrow and permitting a thoughtful budget reduction planning process (Budget: <http://link.deanza.edu/ER17-1>).

Evidence

1. Budget: <http://link.deanza.edu/ER17-1>

18. Financial Accountability

The Foothill-De Anza Community College District annually undergoes and publicizes an external financial audit by an independent firm of its federal, state, grant, foundation and bond funds. The reports are widely presented to various committees including the Audit and Finance Committee of the board of trustees, district budget committee, and the Citizen's Bond Oversight Committee. The final audit report is reviewed and accepted by the board.

For fiscal year 2015-16, the district was issued an unmodified audit opinion with one audit finding regarding TBA hours. The college did not manually adjust the annual Form 320 report to remove contact hours for students who did not show evidence of participation. Although the fiscal impact was minimal at 1.587 FTEs, the campus acted quickly to develop a process and corrective action plan to collect attendance documentation for TBA courses, as well as the removal of any hours that are deemed to not be in compliance. (District Financial Statements: <http://link.deanza.edu/ER18-1>; District Bond Statements: <http://link.deanza.edu/ER18-2>)

De Anza's default rates fall within the acceptable range. The college's three-year cohort default rates during the last cohort years were well below the Department of Education's 30 percent threshold. In 2011 the default rate was 17.1 percent and in 2013 it was 19.7 percent. Additional information regarding De Anza's compliance with Title IV federal regulations can be found in the college's response to the Policy on Institutional Compliance with Title IV.

Evidence

1. District Financial Statements: <http://link.deanza.edu/ER18-1>
2. District Bond Statements: <http://link.deanza.edu/ER18-2>

19. Institutional Planning and Evaluation

De Anza College engages in integrated planning and resource allocation and reviews and improves its planning processes on a regular basis. The college evaluates its effectiveness in meeting student needs through the assessment of its Institutional Metrics. The Educational Master Plan 2015-2020 outlined the key components of the college's planning model, which includes outcomes-based program review; program level assessment; assessment cycles for courses, student services and administrative units; and the planning and budget team process (Educational Master Plan: <http://link.deanza.edu/ER19-1>).

An updated version of the six-year planning cycle was approved by College Council in November 2013. The update reflected the addition of a year of reflection, to set aside time to review and discuss the results of the comprehensive program reviews and develop departmental equity plans which will be incorporated into the program review process. The College Planning Committee delivers an annual update of the Educational Master Plan, Institutional Metrics and planning processes to College Council as part of systematic evaluation and improvement of institutional planning. The college consistently makes public through shared governance, annual reports and the website its achievement of goals and Institutional Metrics (College Planning Committee: <http://link.deanza.edu/ER19-2>).

Evidence

1. Educational Master Plan: <http://link.deanza.edu/ER19-1>
2. College Planning Committee: <http://link.deanza.edu/ER19-2>

20. Integrity in Communication with the Public

De Anza College ensures that all online and print publications and advertising are accurate and free of any misrepresentation. Area content experts, the Office of Institutional Research and Planning, and the Office of Communications regularly review, verify and update major documents, including the catalog, online schedule of classes and website, as well as print and online publications. (See Standard I.C for discussion.)

21. Integrity in Relations with the Accrediting Commission

The Foothill-De Anza Community College District Board of Trustees provides assurance, through its certification of continued compliance with these eligibility requirements and of the De Anza College Self-Evaluation Report in Support of Reaffirmation of Accreditation, that the institution adheres to the eligibility requirements, accreditation standards and policies of the Accrediting Commission for Community and Junior Colleges. Board policy ensures compliance with Commission criteria (Board Policy 3200: <http://link.deanza.edu/ER21-1>).

Evidence

1. Board Policy 3200: <http://link.deanza.edu/ER21-1>

Certification of Continued Institutional Compliance with Commission Policies

Introduction

As part of the self-evaluation process, De Anza College evaluated its continued compliance with ACCJC policies and standards, and with federal eligibility requirements. The college was particularly attentive to the policies around the college's mission and activities as outlined in the Manual for Institutional Self-Evaluation. The college also reviewed the Accreditation Reference Handbook and the Guidebook for Evaluating and Improving Institutions.

Commission policies addressed in De Anza College's Self-Evaluation Report are divided into three areas:

- Policies embedded in the accreditation standards
- Policies requiring separate coverage
- Policies relevant to the accreditation process

The following section provides details on the college's compliance and provides evidence regarding each of the areas.

Policies Embedded in the Accreditation Standards

In regards to policies embedded in the standards, the college has referenced the policy where applicable within the Institutional Self-Evaluation Report and noted within parentheses. References are made with respect to the alignment with the policy itself and evidence that De Anza meets the policy requirements. Evidence of compliance with the embedded policies is integrated in the evaluation section of each standard and the conclusion as to compliance is contained in the evaluation section of each standard.

Policies Requiring Separate Coverage

In addition to the policies embedded within this report, the college addressed separately the policies aligned with federal legislation and regulations. Each policy is individually addressed as part of the Checklist for Compliance with Federal Regulations and Commission Policies. To facilitate the review of the checklist and provide detailed analysis and evidence, De Anza has embedded the checklist into the body of the Self-Evaluation Report with an evaluation of the college's performance with regard to each item. Anchored hyperlinks are provided in the checklist to applicable parts of the self-evaluation, to connect the policy with the eligibility requirements and the standards. Links embedded in the standards take the reader back to the checklist for easy transition between the items.

Policies Relevant to the Accreditation Process

The final area of policies addressed in this report aligns with the procedures and responsibilities relevant to the accreditation process. The three standards include the:

- Policy on Public Disclosure and Confidentiality in the Accreditation Process, addressing both ACCJC member institution responsibilities to provide relevant and reliable information to the public about institutional quality.
- Policy on Commission Good Practice in Relations with Member Institutions, covering the Commission practices as part of the accreditation process and including third-party comments.
- Policy on Rights and Responsibilities of ACCJC and Member Institutions, describing the shared practices of the Commission and member colleges in the accrediting process.

Analysis and evaluation of compliance with the Policy on Public Disclosure and Confidentiality in the Accreditation Process is included in the body of the self-evaluation where appropriate and noted via footnote regarding the conclusion about compliance. The Policy on Commission Good Practice in Relations with Member Institutions is embedded in the checklist item, Public Notification of an Evaluating Team Visit and Third Party Comment. The Policy on Rights and Responsibilities of ACCJC and Member Institutions is cited where appropriate in the self-evaluation and noted regarding the conclusion about compliance.

Commission Policies Requiring Separate Coverage

Policies on Rights and Responsibilities of the Commission and Member Institutions

Timely and Appropriate Effort

De Anza College has sought third-party comment from the public to the Commission as it relates to compliance of the college with the eligibility requirements, accreditation standards, or Commission policies. The Office of Communications on May 12 notified the college community that the draft Institutional Self-Evaluation Report had been posted on the college website (Accreditation Webpage: <http://link.deanza.edu/POL-1>). That website posting and accompanying text served to notify the college and the public of the opportunity to submit feedback to the college via email and/or in a written statement to the Commission, including the person's name, affiliation, return address and telephone number. This allows the Commission staff to review all third-party comments and assess their applicability to eligibility requirements, accreditation standards or Commission policies. In addition, the Foothill-De Anza Community College District posted a link to the De Anza draft report on the district accreditation webpage, providing further opportunity for the public to review and comment (District Accreditation Webpage: <http://link.deanza.edu/POL-2>). The district chancellor also sent a notice on May 22 to all district employees, inviting them to review and submit input on the draft report.

Cooperation with the Site Visit Team

The college intends to fully assist and cooperate with the site visit team. The college has not received any notice of third-party comments being submitted and will work with the visiting team and the Commission if any comments are submitted.

Chief Executive Officer Leadership

De Anza has conducted its self-evaluation and all other accreditation responsibilities at the direction of the college president. In addition, the president has led the college in meeting the expectation to inform the public of the process for submitting feedback and comments before the Commission deadline, no later than five weeks before the scheduled Commission consideration or meeting.

The college has made available the Commission website link to the college community and the public at large, so third-party comments can be submitted to the Commission appropriately (in writing, signed with the person's name, affiliation, return address and telephone number).

Conclusion

The college complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions. (For additional detail, see the Checklist for Compliance with Federal Regulations and Commission Policies, "Public Notification of an Evaluation Team Visit and Third Party Comment," at the end of this section.)

Policy on Institutional Degrees and Credits

As an accredited institution, De Anza College conforms to the accepted minimum program length of 90 quarter credit hours awarded for an associate's degree (Degree and Certificate Programs: <http://link.deanza.edu/POL-3>). (See response to II.A.9, II.A.10, II.A.11, II.A.12.)

De Anza College awards academic credit as established in California Education Code Title 5. The college's quarter unit is based on 12 hours of student contact for lecture and lecture discussion and 36 hours for lab. Information on the definition of units, grading system, transfer of credit, and units by course are provided in the college catalog. This policy is applied consistently across all programs and courses (Board Policy 5073: <http://link.deanza.edu/POL-4>). (See response to Standard II.A.9 and Eligibility Requirement 10.)

All programs and courses are approved under the California Education Code Title 5. The Academic Senate has established a curriculum review process that considers federal regulations and Title IV requirements for financial aid (Curriculum Review: <http://link.deanza.edu/POL-5>). (See responses to Standard II.A.6 and Eligibility Requirement 9.)

Conclusion

De Anza complies with this Commission policy. For additional information, see the Checklist for Compliance with Federal Regulations and Commission Policies - Policy on Institutional Degrees and Credits, at the end of this section.

Policy on Transfer of Credit

De Anza College has created a policy and procedure on the awarding and transfer of credit. These policies are published in the catalog and on the college website. Students transferring from another accredited institution may request some of this credit to meet De Anza requirements. Students must deliver an official transcript to the Admissions and Records office with a request for transcript evaluation. Upon review of the transcript, eligible transfer credit is applied to the student's De Anza record. Students may receive up to 19 quarter units

of elective credit for coursework completed at a college accredited by other associations recognized by the Council of Postsecondary Accreditation (COPA). This credit is not transferable to meet bachelor's degree requirements. Transfer credit is not accepted for work completed at an institution that is not accredited by a recognized accrediting body (Board Policy 5073: <http://link.deanza.edu/POL-6>).

Conclusion

De Anza College complies with this Commission policy. (For additional information, see Checklist for Compliance with Federal Regulations and Commission Policies, "Policy on Transfer of Credit," at the end of this section.)

Policy on Distance Education

De Anza College strives to provide access to higher education for the widest variety of students regardless of their physical location. Online education is growing, and support to students and faculty is also growing to assure success in online education courses.

At De Anza, students are able to select the modality that best fits their needs for a number of courses. The Online Education Center provides support and ongoing services to prospective and enrolled students as well as faculty to support student success in the online environment (Online Education Center: <http://link.deanza.edu/POL-7>).

Relationship to Mission

All courses are aligned with the college mission statement, regardless of delivery mode. Online and face-to-face courses follow the same Student Learning Outcomes, curriculum, and program review cycles. Online courses are taught by faculty who receive training in course development and using the course management system, and are evaluated accordingly. Every proposed online and hybrid course offering is reviewed and approved through the Curriculum Committee to ensure that course content, assignments and assessment are delivered with the same quality as an on-campus course. Online courses also require an additional form, the Online Education Approval Addendum, for each course in which faculty describe the specific ways that regular effective contact is achieved. Online Education Center staff members provide training for faculty on using the Catalyst and Canvas course management systems and effective practices for quality online course development and facilitation.

Course and Program Evaluation

All course offerings, irrespective of instructional method, follow the same course outline of record. Similarly, all faculty members complete the program review process, which includes success and enrollment metrics disaggregated by online, hybrid and face-to-face modes of delivery. Dialogue around success in online courses occurs during department meetings, division meetings and Instructional Planning and Budget Team (IPBT) meetings. The Office of Student Services also reviews program efficiency and effectiveness of delivery modes that support online learners.

The associate vice president of Instruction oversees the Online Education Center. Deans and department chairs in each respective division are responsible for determining which courses are available online and the faculty who are assigned to teach those courses. In addition, instructional associates provide first-level support for faculty and students by assisting with

user accounts and troubleshooting access issues, fielding inquiries about system features and tools, assisting with scheduling needs, and responding to general questions about student services for both on-campus and online students. The instructional designers provide formal training and professional development opportunities for faculty as well as ongoing consultation on the use of the Canvas course management system.

Online Education Center staff also maintain and update website information on online course information such as syllabi, orientation materials and technical requirements to prepare and support students in the online environment. More broadly, staff in the center recommend professional development programs and resources, offer advice and consultation, and support policies and procedures relating to online education.

By summer 2016, online education will be completely facilitated through the Canvas course management system. This transition from the previous system, a customized version of Moodle known internally as Catalyst, was broadly supported by the faculty. Canvas is, notably, the system adopted by the statewide Online Education Initiative and has improved access features (from smartphones, tablets and other devices) that are expected to be particularly helpful to non-traditional students at community colleges. The transition requires an intensive, ongoing training effort to ensure that faculty can successfully develop and facilitate technology-mediated courses (Canvas: <http://link.deanza.edu/POL-8>).

The Canvas training, delivered as a hybrid of online and face-to face modules, involves not only technical aspects of the new system, but also instruction and discussion of effective instructional design. Canvas is a cloud-based product that is managed by a commercial technology company, Instructure, and hosted on the Amazon Web Services (AWS) cloud platform. The system is maintained by Instructure with full redundancy through AWS and its geographically dispersed data centers. De Anza's Online Education Center provides technical support for users during business hours; Canvas provides technical support on evenings and weekends. District Educational Technology Services (ETS) staff assist with student information system (Banner) integration. (See Standard II.A.1)

Student Learning Outcomes

Faculty have developed Student Learning Outcomes (SLOs) for each course and program, and follow the collegewide schedule for outcomes assessment, reflection and enhancement. Discussions about SLOs take place in faculty meetings and at the annual Convocation day, and are recorded in assessment reports stored in the TracDat system. Any improvements arising from the use of the SLOs for online education courses are included in departmental program review. (See Standard II.C.1)

Student Support Services Meet the Standard

In an effort to ensure that online students have access to equivalent services as face-to-face students, Student Services managers conducted a comprehensive review of resources and services available to online students. The following services are available in multiple formats, including face-to-face, website and interactive online services.

Student Services and Support Available	Face-to- Face	Website	Interactive Online Services
Academic Advising and Counseling	X	X	X
Admissions and Registration	X	X	X
Assessment and Placement	X	X	X
Bookstore	X	X	X
Career Services	X	X	
Disability Resource Center	X	X	X
Extended Opportunity Program (EOPS)	X	X	X
Financial Aid and Scholarships	X	X	X
Health and Psychological Services	X	X	X
Ride-Sharing Transportation	X	X	
Transfer Center	X	X	X
Library	X	X	X
Tutoring	X	X	X
Online Education Center	X	X	X

Notice to the Commission

De Anza College has informed the Commission of the role and growth in online education via a substantive change proposal submitted in March 2016. The proposal was approved in May 2016.

Additional detail pertaining to each service can be viewed in the Substantive Change Application (Substantive Change Application: <http://link.deanza.edu/POL-9>).

Verification of Student Identity

The college has processes in place for verifying student identity of online students, as with face-to-face students, when they apply and register for a course. De Anza uses the state-sponsored CCCApply system, which requires students to provide their names, birthdates and email addresses. A Social Security number is not required, to ensure equitable access for undocumented students. Once the application has been submitted, students receive an email with a unique student identification number linked to their name, birthdate and Social Security number if they have one.

If the student applying has applied in the past, she or he will be given the unique identifier previously provided. For face-to-face and online students, students must log in to a secure portal to register for courses and view grades. Within the portal, students can receive notifications from the college.

Online students also use the secure portal to access the online course management system, through which they submit assignments, take quizzes and tests, and engage in online discussions. The portal requires students to submit their unique identifier and a password of their own choosing.

Conclusion

De Anza College complies with this Commission Policy. (For additional information, see Checklist for Compliance with Federal Regulations and Commission Policies, “Policy on Distance Education,” at the end of this section.)

Policy on Representation of Accredited Status

De Anza College is an accredited institution by the Accrediting Commission of Community and Junior Colleges.

De Anza’s accreditation status is listed on the college website and in the catalog. Program accreditation and industry approvals are prominently displayed on the website in compliance with ACCJC policies and program accreditor expectations (Accreditation Website: <http://link.deanza.edu/POL-10>).

As such, De Anza College uses the following language required in the policy on the website: “De Anza College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The college is completing its 2017 Self-Evaluation Report of Educational Quality and Institutional Effectiveness in preparation of a review by the ACCJC in October 2017. The accreditation review process includes the opportunity for submission of third-party comments. Such comments must be submitted in writing and include contact information of the correspondent. The ACCJC accepts comments related to an institutions compliance with Eligibility Requirements, Accreditation Standards, and Commission Policies at any time. Third-party comments associated with the self-evaluation review cycle must be received by the ACCJC no later than five weeks before scheduled Commission consideration. The form for submitting third-party comment is available on the ACCJC website (ACCJC: <http://link.deanza.edu/POL-11>).”

Conclusion

De Anza College is in compliance with this Commission Policy. (For additional information, see Checklist for Compliance with Federal Regulations and Commission Policies, “Policy on Representation of Accredited Status,” at the end of this section.)

Policy on Student and Public Complaints against Institutions

The Foothill-De Anza Community College District has established policies and procedures for addressing concerns from faculty, staff, students and members of the general public. These policies are designed to ensure that each concern reported to the appropriate campus or district entity is addressed in a fair, consistent and timely manner. Students are informed of the college and district complaint policies and procedures on the college and district websites, in the college catalog and in person.

Complaints of unlawful harassment, including sexual harassment, are handled according to the district's Administrative Procedure 4640: Investigation and Resolution of Complaints Regarding Harassment and Discrimination. A summary of district policy and links to the detailed policy and procedure documents, and a complaint form, can be found on the college website (Sexual Harassment Policy: <http://link.deanza.edu/POL-12>).

Complaints related to violations of the California Penal Code or any criminal acts on campus are referred to the Foothill-De Anza Community College District Police Department (Police Department website: <http://link.deanza.edu/POL-13>).

To comply with changes in federal Title IX regulations that took effect in 2015, the college has designated Title IX compliance officers who can provide resources or accept complaints related to stalking, sexual assault, intimate partner violence and sex- or gender-based discrimination or harassment. Information about how those complaints can be filed is provided on the college website (Title IX webpage: <http://link.deanza.edu/POL-14>).

In addition, students with complaints about violations of the Americans with Disabilities Act of 1996, or subsequent amendments, are provided a detailed explanation of their rights and options in the online Disability Information Student Handbook (DISH: <http://link.deanza.edu/POL-15>).

Students with other complaints are invited to pursue an informal grievance process or submit a formal grievance after exhausting informal procedures. This includes complaints about course grades (errors, bad faith or incompetence), actions or threats of intimidation or harassment (not related to sexual harassment or discrimination), actions or threats of physical aggression, arbitrary action without due process or violations of free expression. Information on the informal and formal grievance procedures can be found in the online Student Handbook (Student Grievance Procedures: <http://link.deanza.edu/POL-16>).

Anyone with a complaint that has not been resolved at the campus or district level is invited to present the concern externally. Complaints regarding academic program quality and accrediting standards can be taken to the Accrediting Commission for Community and Junior Colleges (ACCJC Complaint Process: <http://link.deanza.edu/POL-17>). Complaints on other topics can be submitted to the California Community Colleges Chancellor's Office (CCCCO Complaint Process Notice: <http://link.deanza.edu/POL-18>).

Conclusion

De Anza College complies with this Commission Policy. (For additional information, see Checklist for Compliance with Federal Regulations and Commission Policies. "Policy on Student and Public Complaints against Institutions," at the end of this section.)

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

De Anza College ensures that all publications and advertising to the public are accurate and free of any misrepresentation. Area content experts, the Office of Institutional Research and Planning, and the Office of Communications regularly review, verify and update major documents, including the catalog, online schedule of classes, and website, as well as print and online publications. (See Standard IC for discussion.)

Advertising, Publications, Promotional Literature

The catalog provides the college's official name, address, telephone numbers and website address as well as the mission statement, Institutional Core Competencies, and entrance requirements and procedures. These can also be found on the website. The catalog also contains program descriptions that include degree and certificate offerings, course patterns, program completion requirements, course descriptions and Student Learning Outcomes. The catalog also provides a list of all faculty, their degrees and where the degrees were earned. An included campus map, also featured on the website and elsewhere, notes all buildings used for educational purposes and a directory of buildings (Catalog: <http://link.deanza.edu/POL-19>).

The catalog is reviewed, revised and updated each year. It is posted online and available for purchase in printed form at the Bookstore. The catalog also includes the following information for the community and prospective or current students:

- Expectations for student conduct
- Academic freedom statement
- Tuition, fees and program costs
- Information on financial aid
- Policies and procedures for refunding fees and charges to students who withdraw
- Transfer of credit policy and procedures
- Nondiscrimination policy
- Names of district board members
- Accreditation status of the college including the special accreditation for other programs

Student Recruitment for Admission

De Anza College conducts an extensive program of outreach to high schools students in the local district and, through extensive relationship-building, across the region. Staff and counselors in the Office of Outreach and Relations with Schools offer application workshops, pre-enrollment assessment, orientation and abbreviated educational plans for prospective students. The office, aided by paid student ambassadors, also sponsors four on-campus conferences annually for high school students and provide a New Student and Parent Open House in the spring. In addition, Outreach staff attend college fairs and other events to reach potential students.

The district International Student Programs office contracts, on a limited basis, with reputable and vetted third-party agents. Designated staff and administrators perform most overseas recruiting.

De Anza's athletic coaches abide by all recruiting rules of the California Community College Athletic Association (CCCCAA), which strictly prohibit athletic recruiters from promising jobs, grants or scholarships. These rules only allow athletes to receive financial assistance that is available to other students on campus who meet established criteria. Coaches also abide by strict rules on meeting with prospective students. Coaching staff including administrators are required to take a compliance exam before they are allowed to recruit and annually after that.

In all cases, the college follows ACCJC policy on recruiting, including provisions that strictly limit offers of employment, promises of job opportunities or offers of financial inducements. Scholarships from the Foothill-De Anza Foundation are awarded through a well-defined application process by a committee of faculty, staff and administrators.

Accreditation Status

De Anza College uses the term “accredited” in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status (Part C). It is stated accurately and fully in a comprehensive statement that identifies the accrediting body by name. No program is referred to as “this program is accredited” unless it has a specific accreditation.

Conclusion

De Anza College complies with this Commission Policy. (For additional information, see Checklist for Compliance with Federal Regulations and Commission Policies, “Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status,” at the end of this section.)

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

De Anza College does not contract out credit-awarding responsibilities for programs and services to non-regionally accredited organizations and entities. De Anza employees – faculty, staff and administrators – are responsible for critical functions of the college, including Instruction and Student Services.

Conclusion

The college complies with this Commission Policy. (For additional information, see Checklist for Compliance with Federal Regulations and Commission Policies, “Policy on Contractual Relationships with Non-Regionally Accredited Organizations,” at the end of this section.)

Policy on Institutional Compliance with Title IV

De Anza College complies with the Title IV federal financial aid regulations and guidelines and with its program responsibilities under the Higher Education Act.

Compliance with Title IV

De Anza College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight. The Financial Aid staff attends regular conferences, workshops and webinars offered by the U.S. Department of Education and the state chancellor’s office to ensure the staff keep up to date with regulatory changes, ensuring compliance.

De Anza College has requested recertification for continued participation in federal financial aid programs, and does not anticipate any problems with this request. The Financial Aid Office at De Anza is audited annually by Vavrinek, Trine, Day & Co., LLP. There were no audit findings for the 2014-15 or 2015-16 award years.

Default Rates

De Anza’s default rates fall within the acceptable range under federal guidelines and parameters. De Anza cohort default rate (CDR) was 19.7 percent for fiscal year 2013, 18.3

percent for fiscal year 2012 and 17.1 percent for fiscal year 2011. The California Community College Chancellor's Office launched a statewide default prevention project in 2013. The office provided a list of vendors that could assist colleges in managing their default rates. De Anza chose to partner with ECMC Solutions to contact delinquent borrowers and assist them with their loan repayment options, ultimately avoiding default. ECMC is projecting an 18.2 percent CDR for fiscal year 2014. De Anza's goal is to reach a CDR of 15 percent for fiscal year 2015.

Conclusion

De Anza complies with this Commission Policy. (For additional information, see Checklist for Compliance with Federal Regulations and Commission Policies, "Policy on Institutional Compliance with Title IV," at the end of this section.)

Policy on Institutional Degrees and Credits

De Anza College adheres to the 90 quarter unit requirement for an associate degree, as set forth in Title 5, Section 55063 of the California Code of Regulations and in the policies of the Foothill-De Anza Community College District Board of Trustees (Board Policy 6120: Graduation Requirements: <http://link.deanza.edu/POL-20>). This requirement is also described in the De Anza College Catalog (Catalog, page 37: <http://link.deanza.edu/POL-21>). All degrees include unit requirements for the major or area of emphasis, general education, and degree-applicable elective units to reach the 90-unit minimum requirement.

The college awards credit units in accordance with Title 5, Section 55002.5 of the California Code and as described in the catalog (Catalog, page 35: <http://link.deanza.edu/POL-22>). One unit equals one hour of classroom work in most classes, predominantly those in lecture or lecture-discussion formats. Students should expect two hours of outside preparation for each hour spent in class. Laboratory classes require three hours of work per week per unit. Specialized performance classes such as athletics, drama and music require more than three hours per week per unit.

Quarter units are equal to two-thirds of a semester unit. Conversely, a semester unit is equal to one-and-a-half quarter units.

Policy on Institutional Integrity and Ethics

De Anza College promotes institutional and academic integrity in all its processes, in accordance with Foothill-De Anza Community College District policies and procedures regarding academic freedom, philosophy of education and student conduct, to name a few (Board Policy 4190 – Academic Freedom: <http://link.deanza.edu/POL-23>; Board Policy 6000 – Philosophy of Education: <http://link.deanza.edu/POL-24>; Administrative Procedure 5510 – Student Code of Conduct: <http://link.deanza.edu/POL-25>).

Faculty and students are free to examine and test all knowledge within their discipline or area of major of study, as deemed appropriate by the academic community. De Anza maintains a collegial and professional culture that adheres to intellectual honesty and independence for faculty and students.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Visit and Third-Party Comment Regulation citation: 602.23(b)	
Item One:	The institution has made an appropriate and timely effort to solicit third-party comment in advance of the comprehensive evaluation visit.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza College provided an opportunity for third-party comments about the evaluation visit by providing a link on the accreditation website, in writing through a campus memo, and verbally through presentations. - The college has encouraged comments to be filed in writing and signed with the commenter's name, affiliation, return address and telephone number.
	Standards: I.C.12 Eligibility Requirements: ER 21 Policies: See the response to Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comments in the Institutional Self-Evaluation Report. Additional Evidence: Evidence will be provided to the site team and the Commission if any third-party comments are received between the publication date of the Institutional Self-Evaluation Report and the time of the visit.

Item Two:	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation De Anza College has not received any notification of any third-party comments at this point and will work with the Commission and visiting team in a timely manner if any comments are submitted. Standards: I.C.12 Eligibility Requirements: ER 21 Policies: See the response to Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party Comments in the Institutional Self-Evaluation Report. Additional Evidence: Evidence will be provided to the site team and the Commission if any third-party comments are received between the publication date of the Institutional Self-Evaluation Report and the time of the visit.
Item Three:	The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comments.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation De Anza College has provided a link to the college community and to the public so all third-party comments can meet the Commission requirements (submitted in writing and signed, with the commenter's name, affiliation, return address and telephone number). Standards: I.C.12 Eligibility Requirements: ER 21 Policies: See the response to Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comments in the Institutional Self-Evaluation Report. Additional Evidence: Evidence will be provided to the site team and the Commission if any third-party comments are received between the publication date of the Institutional Self-Evaluation Report and the time of the visit.

Standards and Performance with Respect to Student Achievement Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)	
Item One:	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation • De Anza College has established an outcomes assessment process that targets learning outcomes for instruction at the course, program and institutional level. • The college has set institutional metrics in the areas of basic skills, civic engagement, career technical education, equity, funding, outreach, planning, student success and retention, and transfer. • Successful course completion is one of the metrics at the program level for both online and face-to-face courses. This is integrated with the Institutional Effectiveness Partnership Initiative (IEPI) • The standards were established as part of the shared governance process. Standards: I.A.2, I.B.2, I.B.3, II.A.1, II.C Eligibility Requirements: ER 11 Policies: None apply Additional Evidence: Student Achievement Data and Institution-Set Standards, page 13

Item Two:	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza College has established standards for job placement and licensure passage rates in all Career Technical Education programs. - The college also established an institutional metric for course completion by subject for the lowest achieving subject areas to help improve their rates. - Measures of performance were established at three levels: a master plan goal, an aspirational goal and a standard that the college does not want to fall below. All goals are set to be achieved by 2020. Standards: I.A.2, I.B.2, I.B.3, II.A.1, II.C Eligibility Requirements: ER 11 Policies: None apply Additional Evidence: Student Achievement Data and Institution-Set Standards, page 13

Item Three:	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation • De Anza College annually reviews and updates its Educational Master Plan including the institutional metrics. • The chair of the College Planning Committee annually reports the results of the update to College Council where they are discussed. • The Academic Senate has been charged by College Council to work with campus groups to improve identified metrics in order to meet the goals by 2020. • The course success metric is included in program review for instructional programs; questions are designed to guide programs in reflecting on how they may improve their rates. Standards: I.B.2, I.B.3, II.A.1 Eligibility Requirements: ER 11 Policies: None apply Additional Evidence: Student Achievement Data and Institution-Set Standards, page 13
Item Four:	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation • Institutional metrics and Student Learning Outcomes are reviewed on a regular basis and the college takes appropriate actions to meet established goals. • Program review and resource allocations require that departments undergo annual Student Learning Outcomes assessment processes. • The Office of Institutional Research and Planning annually presents the results of the California Community Colleges Student Success Scorecard. Since many of De Anza's institutional metrics are aligned to the scorecard metrics, the college can measure its performance against that of other colleges and against its own goals. Standards: I.B.2, I.B.3, II.A.1 Eligibility Requirements: ER 11 Policies: None apply Additional Evidence: Student Achievement Data and Institution-Set Standards, page 13

Credits, Program Length, and Tuition	
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(i); 602.24 (e), (f); 668.2; 668.9	
Item One:	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza College adheres to the 90 quarter unit requirement set forth in Title 5, Section 55063 of the California Code of Regulations and in Foothill-De Anza Community College District Board Policy 6120. - This requirement is described in the De Anza College Catalog. All degrees include unit requirements for the major or area of emphasis, general education and degree-applicable elective units to reach the 90-unit minimum requirement. - The college awards credits based on Title 5, Section 55002.5 of the California Code of Regulations; this is also described in the catalog. - The Curriculum Committee reviews all new degree proposals as well as degree revisions to ensure that the degrees meet this minimum unit requirement. Standards: II.C.4, II.A.5, II.A.9, II.A.10, II.A.11, II.A.12, II.A.15, II.A.16 Eligibility Requirements: ER 10, 12 Policies: See Commission Policy on Institutional Degrees and Credits in the Institutional Self-Evaluation Report. Additional Evidence: Board Policy 6120 Board Policy 5073

Item Two:	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza College and the Foothill-De Anza Community College District have policies and procedures to determine a credit hour that generally meets commonly accepted academic expectations. - The college awards academic credit in accordance with Title 5 of the California Code of Regulations. The college's quarter unit is based on 12 hours of student contact for lecture and lecture discussion and 36 hours for lab. Information on the definition of units, grading system, transfer of credit and units by course are provided in the college catalog. The policy of the Foothill-De Anza Community College District board of trustees is applied consistently across all programs and courses. - All programs and courses are approved under the California Code of Regulations Title 5. The Academic Senate has established a curriculum review process that considers federal regulations and Title IV requirements for financial aid. Standards: II.C.4, II.A.5, II.A.9, II.A.10, II.A.11, II.A.12, II.A.15, II.A.16 Eligibility Requirements: ER 10, 12 Policies: See Commission Policy on Institutional Degrees and Credits in the Institutional Self-Evaluation Report. Additional Evidence: Board Policy 6120 Board Policy 5073
Item Three:	Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - Fees for all students are uniform per unit. Additional fees, where appropriate, are listed in the Schedule of Classes. - Tuition for nonresident and foreign citizens is uniform per unit. Additional fees, where appropriate, are listed in the Schedule of Classes. - All fees are displayed on the college website. - Board policy establishes standard fees. Standards: I.C.6, IV.C.7 Policies: See Commission Policy on Institutional Degrees and Credits in the Institutional Self-Evaluation Report. Additional Evidence: Board Policy 5030

Item Four:	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation The college offers a very limited number of courses, in the apprenticeship program, based on clock hours. De Anza follows federal standards for clock-to-credit hour conversions. Standards: II.A.9, II.A.10, II.A.11, II.A.12 Eligibility Requirements: ER 10, 12 Policies: See Commission Policy on Institutional Degrees and Credits in the Institutional Self-Evaluation Report.
Item Five:	The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza College adheres to the 90-quarter unit requirement set forth in Title 5, Section 55063 of the California Code of Regulations and in the Foothill-De Anza Community College District Board Rule 6120 - This requirement is also included in the De Anza College Catalog. All degrees include unit requirements for the major or area of emphasis, general education, and degree-applicable elective units to reach the 90-unit minimum requirement. - The College awards credits based on Title 5, Section 55002.5 regarding credit hours as well as listed in the catalog. - The curriculum committee reviews all new degree proposals as well as degree revisions and assures that the degrees meet this minimum unit requirement. Standards: II.C.4, II.A.5, I.A.9, II.A.10, II.A.11, II.A.12, II.A.15, II.A.16 Eligibility Requirements: ER 10, 12 Policies: See Commission Policy on Institutional Degrees and Credits in the Institutional Self-Evaluation Report. Additional Evidence: Board Policy 6120

Transfer Policies	
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)	
Item One:	Transfer policies are appropriately disclosed to students and to the public.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation • Board policy on transfer of credit is consistently applied. • The college website also provides information on the transfer of credit. Standards: I.C.2, II.A.10 Eligibility Requirements: ER 20 Policies: See Commission Policy on Transfer of Credit in the Institutional Self-Evaluation Report. Additional Evidence: Board Policy 5073
Item Two:	Policies contain information about the criteria the institution uses to accept credits for transfer.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation • Board policy and college procedures address transfer of credit from another institution to De Anza College. These policies are published in the catalog and on the college website. Students transferring from another accredited institution may request credit to meet De Anza requirements. Students must deliver an official transcript to the Admissions and Records office with a request for transcript evaluation. Upon review of the transcript, eligible transfer credit is applied to the student's De Anza record. Students may receive up to 19 quarter units of elective credit for coursework completed at a college accredited by other associations recognized by the Council of Postsecondary Accreditation (COPA). This credit is not transferable to meet bachelor's degree requirements. Transfer credit is not accepted for work completed at an institution that is not accredited by a recognized accrediting body Standards: I.C.2, II.A.10 Eligibility Requirements: ER 20 Policies: See Commission Policy on Transfer of Credit in the Institutional Self-Evaluation Report. Additional Evidence: Board Policy 5073

Item Three:	The institution complies with the Commission Policy on Transfer of Credit.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - Degree and certificate programs conform to California Education Code requirements and support the mission of the college, while following common practices of higher education. As evidence, the college has extensive articulation agreements covering majors and lower division courses, general education patterns and course-to-course agreements with 20 California State Universities, 9 University of California campuses and 17 private or out-of-state four-year institutions. - The college has developed 12 AA-Transfer and AS-Transfer degrees. Standards: II.A.5, II.A.10, II.A.11 Eligibility Requirements: ER 10, 12 Policies: See Commission Policy on Transfer of Credit in the Institutional Self-Evaluation Report. Additional Evidence: Board Policy 5073
Distance Education and Correspondence Education Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38	
Item One:	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - The college defines an online course as one that is offered 50% or more in an online format in alignment with USDE definitions. - All course offerings, regardless of delivery mode, follow the same course outline of record. - Faculty members participate in program review, which includes success and enrollment metrics, disaggregated by various student and enrollment characteristics, for online as well as face-to-face delivery methods. Standards: II.A.1, II.A.3, II.A.7, II.B.1, II.C.1 Eligibility Requirements: ER 9, 11, 15, 17 Policies: See Commission Policy on Distance Education in the Institutional Self-Evaluation Report. Additional Evidence: See Substantive Change Application, 2016

Item Two:	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
De Anza Assessment: Meets the Criteria	Analysis and Evaluation De Anza uses rigorous criteria to approve new courses for online or hybrid (combining face-to-face and online instruction) delivery. Before approval, faculty members must consider how the course objectives and Student Learning Outcomes can be satisfactorily met through the proposed delivery method, as well as whether students can be offered the same level of support that they are provided through face-to-face teaching. Faculty members also consider whether the planned course supports regular and substantive interaction between instructor and students. Standards: II.A.1, I.B.2, I.C.2, II.A.7, II.B.4 Eligibility Requirements: ER 9, 15, 17 Policies: See Commission Policy on Distance Education in the Institutional Self-Evaluation Report. Additional Evidence: See Substantive Change Application, 2016
Item Three:	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation De Anza College has adopted Canvas as its learning management system for online, hybrid and web-enhanced courses. The system provides secure login for both faculty and students. Students must use their unique identification number and individual password to sign in through a secure portal, in order to submit assignments, take quizzes and tests, and engage in online discussions. Standards: I.C.4, I.C.8 Eligibility Requirements: ER 9, 15, 17 Policies: See Commission Policy on Distance Education in the Institutional Self-Evaluation Report. Additional Evidence: See Substantive Change Application, 2016

Item Four:	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza College uses Canvas as its learning management system for online, hybrid and web-enhanced courses. Canvas is the new common platform for the statewide Online Education Initiative. - The college also contracted with Smarthinking, a service that provides 24/7 online tutoring for both online and face-to-face students. Standards: I.C.4, I.C.8 Eligibility Requirements: ER 9, 15, 17 Policies: See Commission Policy on Distance Education in the Institutional Self-Evaluation Report. Additional Evidence: See Substantive Change Application, 2016
Item Five:	The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - The college defines an online course as one that is offered 50% or more in an online format in alignment with USDE definitions. - All course offerings, regardless of delivery mode, follow the same course outline of record. - Faculty members participate in program review, which includes success and enrollment metrics disaggregated by various student and enrollment characteristics, for online as well as face-to-face delivery methods. Standards: II.A.1, II.A.3, II.A.7, II.B.1, II.C.1 Eligibility Requirements: ER 9, 15, 17 Policies: See Commission Policy on Distance Education in the Institutional Self-Evaluation Report. Additional Evidence: See Substantive Change Application, 2016

Student Complaints	
Regulation citations: 602.16(a)(1)(ix); 668.43	
Item One:	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - Students are informed of the college and district complaint policies and procedures on the college and district websites, in the college catalog and in person. - The college has designated a Title IX compliance officer who can provide resources or accept complaints related to stalking, sexual assault, intimate partner violence and sex- or gender-based discrimination or harassment. Information about how those complaints can be filed is provided on the college website. Standards: I.C.8 Eligibility Requirements: ER 20 Policies: See Commission Policy on Student and Public Complaints Against Institutions in the Institutional Self-Evaluation Report. Additional Evidence: Administrative Procedure 4640
Item Two:	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedure.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation Student complaint files for the previous six years are available and the files demonstrate accurate implementation of complaint policies and procedures. Standards: Not applicable Eligibility Requirements: ER 20 Policies: See Commission Policy on Student and Public Complaints Against Institutions in the Institutional Self-Evaluation Report. Additional Evidence: Not applicable

Item Three:	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation The college is prepared for any questions that the team members may have about the complaint files, procedures or policies. Eligibility Requirements: ER 20 Policies: See Commission Policy on Student and Public Complaints Against Institutions in the Institutional Self-Evaluation Report.
Item Four:	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation The college lists all of the accrediting agencies that approve or license its programs on the accreditation webpage. The college provides contact information for filing complaints with such entities on this site as well. Eligibility Requirements: ER 20 Policies: See Commission Policy on Student and Public Complaints Against Institutions in the Institutional Self-Evaluation Report.
Item Five:	The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation • Policies of the Foothill-De Anza Community College District can be viewed on the district website under the board of trustees link. • Board Policy 4640 applies to complaints of unlawful harassment, including sexual harassment. • To facilitate the complaint process, the board policies and procedures on complaints are described in the college catalog and on the college and district websites. • Students are informed of the college and district complaint policies and procedures in the college catalog and in person. Eligibility Requirements: ER 20 Policies: See Commission Policy on Representation of Accredited Status and Policy on Student and Public Complaints Against Institutions in the Institutional Self-Evaluation Report.

Institutional Disclosure and Advertising and Recruitment Materials	
Regulation citations: 602.16(a)(1))(vii); 668.6	
Item One:	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation • Integrity of information is assured by having appropriate content experts, the Office of Institutional Research and Planning, and the Office of Communications regularly review major documents including the catalog, class schedule and advertising materials. • Institutional Core Competencies, entrance requirements and procedures can be found on the college website. The catalog also contains program descriptions that include degree and certificate offerings, course patterns, program completion requirements, course descriptions and Student Learning Outcomes. The catalog also provides a list of all faculty members, their degrees and where their degrees were earned. The inside of the back cover includes a campus map showing all buildings used for educational purposes, important phone numbers and a directory of buildings. • The catalog is revised and re-issued annually. • Student recruitment is conducted by paid and volunteer college staff and faculty who are well-versed in the college admissions procedures and programs. Standards: I.C.2 Eligibility Requirements: ER 20 Policies: See Commission Policy on Institutional Advertising, Student Recruitment and Representation of Accredited Status in the Institutional Self-Evaluation Report. Additional Evidence: All evidence is cited in the Standards, Policies, and Eligibility Requirements sections of the Institutional Self-Evaluation report.

Item Two:	The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza College ensures that all publications and advertising disseminated to the public are clear, accurate and free of any misrepresentations. All documents and web pages are reviewed by multiple individuals for accuracy and completeness. - The use of the term “accredited” is only used in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment and Representation of Accredited Status (Part C). The term is used accurately and fully in a comprehensive statement that identifies the accrediting body by name. No program is described with the phrase “this program is accredited” unless it has a specific accreditation, such as the Automotive Technology program. Standards: I.C.2 Eligibility Requirements: ER 20 Policies: See Commission Policy on Institutional Advertising, Student Recruitment and Representation of Accredited Status in the Institutional Self-Evaluation Report. Additional Evidence: All evidence is cited in the Standards, Policies, and Eligibility Requirements sections of the Institutional Self-Evaluation Report.
Item Two:	The institution provides required information concerning its accredited status as described above in the section on Student Complaints.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - The college lists all of the required information from the ACCJC on the college’s main accreditation page. - The college lists all of the programmatic accreditors that accredit, approve, or license the institution, and identifies a link for any student complaints. Eligibility Requirements: ER 21 Policies: See Commission Policy on Institutional Advertising, Student Recruitment and Representation of Accredited Status in the Institutional Self-Evaluation Report. Additional Evidence: See the discussion of Policy on Student and Public Complaints Against Institutions in the Institutional Self-Evaluation Report.

Title IV Compliance Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.	
Item One:	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight. The Financial Aid staff attends regular conferences, workshops and webinars offered by the U.S. Department of Education and the California Community Colleges Chancellor's Office to maintain current knowledge of regulatory changes. - The college has requested recertification for continued participation in federal financial aid programs, and does not anticipate any problems with this request. The Financial Aid Office at De Anza is audited annually by Vavrinek, Trine, Day & Co., LLP. There were no audit findings for the 2014-15 or 2015-16 award years. Standards: III.D.10 Eligibility Requirements: ER 5, ER 18 Policies: See Commission Policy on Title IV Compliance in the Institutional Self-Evaluation Report. Additional Evidence: All evidence is cited in the Standards, Policies, and Eligibility Requirements sections of the Institutional Self-Evaluation Report.

Item Two:	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation The district demonstrates compliance with federal Title IV regulations and requirements by completing an annual independent audit of its processes and transactions. The district had an audit finding regarding its federal financial aid funding in fiscal year 2012-13; the finding was addressed in timely fashion. Standards: III.D.10 Eligibility Requirements: ER 5, ER 18 Policies: See Commission Policy on Title IV Compliance in the Institutional Self-Evaluation Report. Additional Evidence: All evidence is cited in the Standards, Policies, and Eligibility Requirements sections of the Institutional Self-Evaluation Report.
Item Three:	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza's default rates fall within the acceptable range under federal guidelines and parameters. De Anza's cohort default rate (CDR) was 19.7 percent for fiscal year 2012-13, 18.3 percent for fiscal year 2011-12 and 17.1 percent for fiscal year 2010-11. - The California Community College Chancellor's Office launched a statewide default prevention project in 2013. The office provided a list of vendors that could assist colleges in managing their default rates. De Anza chose to partner with Educational Credit Management Corporation (ECMC) to contact delinquent borrowers and assist them with their loan repayment options, ultimately avoiding default. ECMC is projecting an 18.2 percent CDR for fiscal year 2013-14. De Anza's goal is to reach a CDR of 15 percent for fiscal year 2014-15. Standards: III.D.10 Eligibility Requirements: ER 5, ER 18 Policies: See Commission Policy on Title IV Compliance in the Institutional Self-Evaluation Report. Additional Evidence: All evidence is cited in the Standards, Policies, and Eligibility Requirements sections of the Institutional Self-Evaluation Report.

Item Four:	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation De Anza's contractual relationships to offer and receive educational, library, and student support services are appropriate for an institution of higher education. Standards: III.D.1-15 Eligibility Requirements: ER 5, ER 18 Policies: See Commission Policy on Title IV Compliance in the Institutional Self-Evaluation Report. Additional Evidence: All evidence is cited in the Standards, Policies, and Eligibility Requirements sections of the Institutional Self-Evaluation Report.
Item Five:	The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.
De Anza Assessment: Meets the Criteria	Analysis and Evaluation - De Anza College ensures compliance with Title IV responsibilities and expectations through an internal system of oversight. The Financial Aid staff attends regular conferences, workshops and webinars offered by the U.S. Department of Education and the California Community Colleges Chancellor's Office to maintain current knowledge of regulatory changes. - The college has requested recertification for continued participation in federal financial aid programs, and does not anticipate any problems with this request. The Financial Aid Office at De Anza is audited annually by Vavrinek, Trine, Day & Co., LLP. There were no audit findings for the 2014-15 or 2015-16 award years. Standards: III.D.1-15 Eligibility Requirements: ER 5, ER 18 Policies: See Commission Policy on Title IV Compliance and Policy on Contractual Relationships with Non-Regionally Accredited Organizations in the Institutional Self-Evaluation Report. Additional Evidence: All evidence is cited in the Standards, Policies, and Eligibility Requirements sections of the Institutional Self-Evaluation Report.





STANDARD I

**Mission, Academic Quality and
Institutional Effectiveness, and Integrity**



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

I.A.1.Q1 What does the institution's mission statement say about its educational purposes? Are these purposes appropriate to an institution of higher learning?

I.A.1.Q2 How does the mission statement inform institutional planning?

I.A.1.Q3 Who are the intended students for the courses offered in DE/CE format? Are they similar to or different from students studying in traditional learning mode?

Description

The mission statement of De Anza College says:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking

(Approved by the board of trustees, Aug. 25, 2014)

De Anza's mission statement defines its educational purpose as one of developing students' intellect and character, and preparing students to give back to the community, to the nation and to the world as responsible and engaged people (I.A. 1-1 Mission and Values: <http://link.deanza.edu/IA1-1>). The Institutional Core Competencies (ICCs) are embedded within the mission and amplified as stand-alone competencies (I.A. 1-2 Institutional Core Competencies: <http://link.deanza.edu/IA1-2>). Every certificate and degree flows from these core

competencies through the mapping of each program and course outcome to the competencies. As a result, the educational purpose as defined in De Anza's mission is appropriate to an institution of higher learning. (I.A.1.Q1)

As a California community college, De Anza upholds the state community college system's commitment to providing workforce training, basic skills development, certificate and degree programs, and preparation for transfer to four-year institutions. All degree and certificate offerings are described in the catalog (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3/>).

De Anza's commitment to student achievement is reflected in the mission statement through its ICCs. As part of the mission statement review process, the college held extensive conversations about its mission and the students it serves. Through the year-long dialogue, campus stakeholders reaffirmed that the college serves "students of every background" and updated its ICCs to include a stronger commitment to the "Civic capacity for global, cultural, social and environmental justice" (I.A.1-4 CPC Minutes 10.3.13: <http://link.deanza.edu/IA1-4>; I.A.1-5 CPC Minutes 2.13.14: <http://link.deanza.edu/IA1-5>; I.A.1-6 CPC Minutes 2.27.14: <http://link.deanza.edu/IA1-6>; I.A.1-7 CPC Minutes 5.2.14: <http://link.deanza.edu/IA1-7>; I.A.1-8 Academic Senate Minutes 6.2.14: <http://link.deanza.edu/IA1-8>).

De Anza's mission statement also informs its institutional planning process in many ways. The ICCs inform the adopted Student Learning Outcomes (SLOs), and because of this dual role, serve as an integral link to all aspects of De Anza's Student Learning Outcomes Assessment Cycle (SLOAC). There is a clear connection between the mission and ICCs, extending to the assessment of Student Learning Outcomes at the course level. This relationship inherently connects assessment with program review, a pathway for informing the college's decision-making processes. Program review is linked to SLO work, the college's strategic initiatives and its commitment to equity, as demonstrated by the questions included on the Instructional Planning and Budget Team's Annual Program Review Update (APRU) form (I.A.1-9 IPBT APRU Form: <http://link.deanza.edu/IA1-9>).

Findings from the recent accreditation survey serve to confirm that De Anza's mission statement is used to guide institutional planning and resource prioritization, with 74 percent of respondents in agreement or strong agreement (I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>).

Further, De Anza's values statement reflects its commitment to student achievement by developing the human capacity of all students through six key factors of student success, as first identified by the RP Group, a nonprofit research organization that works to support California community colleges (I.A.1-11 RP Success Factors: <http://link.deanza.edu/IA1-11>).

Our students will be:

- Directed, with a goal and the knowledge of how to achieve it.
- Focused, staying on track to achieve that goal.
- Nurtured, feeling that we want to, and do, help them to succeed.
- Engaged, actively participating in class and extracurricular activities.
- Connected, feeling that they are part of the college community.
- Valued, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

(I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>)

Together, these items illuminate De Anza's educational purposes as a degree- and certificate-granting institution, identify its intended student population and types of courses offered, and convey its commitment to student learning and student achievement. (I.A.1.Q2)

De Anza College serves students from every background, from a wide range of geographical locations within the college's defined service area as well as beyond. The college actively recruits students through a strategic plan to target the region's historically underrepresented students, who are typically lower-income. While these targeted groups are featured in the college's strategic plan, they are at the same time not the entirety of the college's intended population. Staff members in De Anza's Office of Outreach and Relations with Schools actively recruit students from the local feeder high schools, whom the college very much wishes to serve and who provide much-valued ethnic and socioeconomic diversity.

Moreover, the college values its International Student Programs (ISP), supports ISP recruitment efforts in various locales, and welcomes students from 77 countries – students whose presence enhances the cosmopolitan nature of the campus and provides benefits to students from the region as well as those from other nations who choose De Anza College for their education.

In addition, the college's online learning program continues to grow. Online enrollment increased 9.6 percent from 2012-13 to 2014-15, according to figures compiled for De Anza's Substantive Change Proposal for online education, which the Commission approved in 2016 (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>).

De Anza continues to offer all online courses in a face-to-face format as well, providing opportunities through both delivery modes. The college also continues to monitor differences across the two modalities (I.A.1-13 F2F Online Compare: <http://link.deanza.edu/IA1-13>).

De Anza serves students from every background, providing the opportunity for students to access higher education regardless of their background or location, thus democratizing educational opportunity. (I.A.1.Q3)

Evaluation

De Anza College meets this standard and Eligibility Requirement 6. The mission statement identifies its broad educational purposes and intended student population. Further, it reflects the college's commitment to student achievement and is a core element of the institutional planning process. De Anza serves students from every background and is committed to providing equitable access and quality education to all students.

Evidence for Standard I.A.1

I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>

I.A.1-2 Institutional Core Competencies: <http://link.deanza.edu/IA1-2>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

I.A.1-4 CPC Minutes 10.3.13: <http://link.deanza.edu/IA1-4>

I.A.1-5 CPC Minutes 2.13.14: <http://link.deanza.edu/IA1-5>

I.A.1-6 CPC Minutes 2.27.14: <http://link.deanza.edu/IA1-6>

- I.A.1-7 CPC Minutes 5.2.14: <http://link.deanza.edu/IA1-7>
- I.A.1-8 Academic Senate Minutes 6.2.14: <http://link.deanza.edu/IA1-8>
- I.A.1-9 IPBT APRU Form: <http://link.deanza.edu/IA1-9>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- I.A.1-11 RP Success Factors: <http://link.deanza.edu/IA1-11>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.A.1-13 F2F Online Compare: <http://link.deanza.edu/IA1-13>

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

I.A.2.Q1 What data does the institution use to determine whether or not it is accomplishing its mission? What institutional processes does the institution use to evaluate the effectiveness and success of its mission? (Federal Regulation)

Description

De Anza uses data in all of its processes to ensure it is achieving its mission, and that the mission directs college priorities to meet the educational needs of students. This process begins with the Educational Master Plan (EMP), which was developed collaboratively in spring 2015 from the work of a shared governance committee and approved by College Council and the Foothill-De Anza Community College District board of trustees (I.A.2-1 CC Minutes 6.11.15: <http://link.deanza.edu/IA2-1>; I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>).

The EMP was built on an assessment of internal and external scans, as well as the strategic planning initiatives that have guided the college since 2010 and were reaffirmed in the EMP 2015 (I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>). These initiatives include Outreach, Individualized Attention to Student Retention and Success, Equity (formerly Cultural Competence) and Community and Civic Engagement (formerly Community Collaborations). The plan also addresses the targeted populations – Latina/o, African American and Filipino/Pacific Islander students – identified through strategic planning in 2006.

The Educational Master Plan 2015-2020 is built upon an equity framework that drives all areas of the college (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>). The EMP includes Institutional Metrics to be achieved by 2020 in the areas of basic skills, civic engagement, career technical education, equity, funding, outreach, planning, success and retention, and transfer (I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>). These are each standalone elements of De Anza's mission; together, they serve as the foundation for everything the college does.

De Anza conducted a thoughtful analysis of college and external data to determine these Institutional Metrics. The College Planning Committee (CPC) developed three different rates or goals for each metric. The master plan goal is used within the document and is the rate the college is thought to be able to achieve year after year. The aspirational goal is the rate the college will work to achieve, but it is set at a high, aspirational level. The standard goal is set as the base or minimum level that the college would not want to drop below.

Within the Institutional Metrics, the Educational Master Plan Committee intentionally integrated principles from the Student Success Scorecard produced by the California Community Colleges Chancellor's Office (CCCCO), as well as the CCCCCO Student Equity Plan and the CCCCCO Institutional Effectiveness Partnership Initiative. Each year, the college reviews and assesses its metrics as well as these key reports and initiatives. The metrics are linked to goals within the Student Equity Plan (I.A.2-6 Student Equity Plan: <http://link.deanza.edu/IA2-6>).

The Educational Master Plan is updated annually by the CPC and the Office of Institutional Research and Planning. Because the Institutional Metrics contain principles and goals from the state initiatives, the update includes an analysis of the key reports. It also incorporates outcomes from the Annual Program Review Update process, other college planning processes that occurred, an update of the Student Learning Outcomes (SLO) process, and responses to the annual governance reflection questions (I.A.2-7 Governance Reflection: <http://link.deanza.edu/IA2-7>). The update is shared with College Council each fall. Starting in 2016, College Council began to use the annual report on metrics to determine if additional resources should be allocated to supporting programs that are not meeting De Anza's master plan goals.

Each year the Institutional Research office shares the results of the Student Success Scorecard with various shared governance groups and compares De Anza's rates to statewide rates, while disaggregating the data by ethnicity, targeted and nontargeted populations, and students needing basic skills preparation, as appropriate to the metric (I.A.2-8 Scorecard Presentation: <http://link.deanza.edu/IA2-8>). The Scorecard tracks cohorts of students over six years to determine if they achieve declared educational outcomes such as degree, certificate or transfer. It also tracks student progression from basic skills through transfer-level English, math, reading, ESL, as well as the completion of a Career Technical Education (CTE) pathway. Since these indicators are each embedded into an Institutional Metric, they directly relate to the mission of De Anza College. The college is transparent about its goals, achievements and areas for improvement, and encourages all shared governance groups to support the college's mission in view of the data.

The Institutional Core Competencies (ICCs) are embedded within De Anza's mission and thus integral to the framework that drives the college's work. To assess the achievement of the ICCs, the college has employed multiple faculty-driven assessment processes. The SLO Core Team recommends to the Academic Senate an ICC to assess each year. With support from the Senate, the team then hosts an Annual SLO Convocation at which various assessment tools are developed or explored by faculty and staff.

Selected examples include the 2012 Convocation, the assessment of the ICC of critical thinking resulted in the development of a rubric to use for course-level assessment (I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>). This rubric was made available for all instructors to determine whether their students meet the college's ICC for critical thinking. In 2014, the assessment culminated in an introspective look at the language of the

ICC “Global, Cultural, Social and Environmental Awareness.” The result was an institutional decision to change the ICC to “Civic Capacity for Global, Cultural, Social and Environmental Justice” (I.A.2-10 Civic Capacity ICC: <http://link.deanza.edu/IA2-10>). At the 2015 convocation, faculty and staff participated in a focus group with students (I.A.2-11 2015 Convocation: <http://link.deanza.edu/IA2-11>). This variety of ICC assessments has lent to increasing the knowledge and abilities of staff and faculty to assess their work with the themes of the college’s ICCs and in turn the mission itself.

Indirect assessment of the ICCs also takes place through a mapping process in which Program Level Outcomes (PLOs) are linked to the ICCs. All 57 instructional programs, including all certificates and degree programs, have PLOs. There are a total of 220 active PLOs and of these, 87 percent are assessed on a cyclic plan.

The ICCs were also assessed in 2012 and 2014 through the development and addition of questions to the Community College Survey of Student Engagement (CCSSE). The results were disaggregated by ethnicity, gender and first-generation status (I.A.2-12 CCSSE ICCs: <http://link.deanza.edu/IA2-12>). In spring 2016, the same questions were added to the student accreditation survey and the results were disaggregated by ethnicity, gender and age (I.A.2-13 Accreditation ICCs: <http://link.deanza.edu/IA2-13>). These survey results were shared with various governance groups.

The program review cycle is an essential part of the college’s self-assessment and advancing its mission. Programs are asked to review their progress and identify resource allocations needed to successfully pursue their goals as they apply to the college mission process. This occurs annually for four years, with a comprehensive review in the fifth year and a period of reflection on that work in the sixth year. The cycle has evolved in the Instructional Planning and Budget Team (IPBT), with the year of reflection providing an opportunity for a program to reflect upon their Comprehensive Program Review (CPR) and determine if significant changes are needed, during the time that the IPBT reviews its Annual Program Review Update (APRU) and CPR documentation and checks program viability. Program review is undertaken in the Instructional Planning and Budget Team (IPBT), the Student Services Planning and Budget Team (SSPBT), and the Finance and College Operations Planning and Budget Team (FCOPBT). Within the IPBT program review form, programs are asked to identify their program learning outcomes and describe how those outcomes relate to the mission of the college and its ICCs. Programs are also asked questions pertaining specifically to student equity and success, specifically regarding De Anza’s targeted populations and all other populations, as well as their progress in closing the equity gap. These results are used for discussion within IPBT and are the main basis for resource allocation and faculty hiring (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). Similarly, the Student Services Planning and Budget Team (SSPBT) Comprehensive Review form utilizes their Student Services Learning Outcomes Assessment (SLOAC) processes to improve their services to students and faculty, and to determine resource allocations within various budget categories.

The Institutional Research office hosts an online inquiry tool through which instructional departments can access program review data, including student achievement rates and disproportionate impact. Departments must use the interface to write their program review, and they are encouraged to examine success rates by various student characteristics, including ethnicity, age, gender, enrollment status or special populations such as Disability Support Programs and Services (DSPS) or Extended Opportunities Programs and Services (EOPS).

Beginning in fall 2015, part-time faculty members are responsible for assessing outcomes, as requested by their departmental colleagues.

When surveyed, 80 percent of employees reported they agree or strongly agree that the college reviews student data to identify achievement gaps (I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>).

Each shared governance group is requested by the College Planning Committee to reflect upon their work over the past year and how their work helped to fulfill De Anza's mission, ICCs and commitment to equity. The results of these reflections are included in the annual Educational Master Plan Update and shared with College Council each fall (I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>). (I.A.2.Q1)

Evaluation

De Anza College meets this standard. The college analyzes and assesses data on a regular and ongoing basis to ensure it is accomplishing its mission, as stated in the Educational Master Plan 2015-2020. Progress regarding meeting the goals associated with the college's Institutional Metrics is reported in the annual Educational Master Plan Update. The CPC reviews these reports and uses them to evaluate the achievement of De Anza's mission each year. The Institutional Metrics coupled with the Student Success Scorecard allows the college to track progress over a five-year period and make comparisons to peer colleges and colleges statewide, to which De Anza routinely performs at a higher rate. More importantly, the college is able to track assessment across ethnic groups, which is directly linked to the mission. The college aims for the achievement gap between ethnic groups to be no greater than five percentage points for each metric.

The Educational Master Plan Update is shared annually with Academic Senate and College Council. The overall Student Success Scorecard metrics are shared annually with the Foothill-De Anza Community College District board of trustees.

De Anza's Educational Master Plan drives everything the college does. It not only includes the mission, but also its ICCs, values, Institutional Metrics, strategic initiatives and commitment to equity. Together, these elements drive the college's institutional planning priorities each year. The college continuously assesses and adjusts to address student needs and increase student learning and achievement. De Anza recently adjusted the way its shared governance groups reflect on their work and plan for the future, by focusing more on how their work helps achieve De Anza's mission, ICCs and commitment to equity. In addition, College Council recently changed the way the college reviews and assesses its ICCs. Beginning in fall 2016, with the intention of continuing the report annually, the CPC shared progress on the Institutional Metrics with College Council, which will determine if performance is lagging in any metrics to the extent that the college might not achieve its goal by 2020. In that case, College Council will determine if and how additional resources should be allocated to help meet the goal by 2020. In these ways, De Anza College uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence for Standard I.A.2

I.A.2-1 CC Minutes 6.11.15: <http://link.deanza.edu/IA2-1>

I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>

- I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- I.A.2-6 Student Equity Plan: <http://link.deanza.edu/IA2-6>
- I.A.2-7 Governance Reflection: <http://link.deanza.edu/IA2-7>
- I.A.2-8 Scorecard Presentation: <http://link.deanza.edu/IA2-8>
- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>
- I.A.2-10 Civic Capacity ICC: <http://link.deanza.edu/IA2-10>
- I.A.2-11 2015 Convocation: <http://link.deanza.edu/IA2-11>
- I.A.2-12 CCSSE ICCs: <http://link.deanza.edu/IA2-12>
- I.A.2-13 Accreditation ICCs: <http://link.deanza.edu/IA2-13>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

- I.A.3.Q1 How does the mission statement guide planning and decision-making? To what extent is the mission statement central to the choices the college makes?
- I.A.3.Q2 Has the institution considered in consultation with its key constituents if and how DE/CE is congruent with the mission? Does the mission include any statements related to its commitment to DE/CE?

Description

Instructional programs and all service areas of the college are driven by the mission and values of the college and are guided by De Anza's commitment to equity (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>). The college has operationalized these elements through the strategic initiatives reaffirmed in the Educational Master Plan 2015-2020:

1. Outreach
2. Individualized Attention to Student Retention and Success
3. Equity
4. Community and Civic Engagement

The initiatives have been the driving force behind the college's strategic and resource allocation processes and has resulted in broad collegewide improvements in all areas. The initiatives have become part of the institutional culture of the college. As separate initiatives, they each add value. When synergistic, they define what the college is as an institution and reflect its deepest commitment to students. The initiatives will continue to drive efforts over the next five years.

An essential element of the initiatives is a focus on the targeted populations of Latina/o, African American and Filipino/Pacific Islander students, first identified through strategic planning in 2006. Over the past five years, improvements have been made in the access, success, retention and transfer rates of these populations. However, the college is aware that it must continue to focus attention and resources on these populations as well as other underrepresented groups from Southeast Asia that exhibit the lowest participation and success rates. The college has increased its dedication to these targeted populations within each of the initiatives outlined below.

Outreach

Through Student Success and Support Program funding, the college has added more staff in the Office of Outreach and Relations with Schools to increase De Anza's engagement with local school districts and communities. Their goal is more sustained involvement in which De Anza acts as a full partner in the success of potential students. In direct fulfillment of the strategic initiative, the college has seen a steady increase in enrollment from underserved communities, increasing access for students who may not have attended college otherwise. De Anza has boosted engagement within local high schools through on-site recruitment events, assessment and orientation, and by holding conferences on the De Anza campus for high school students as well as counselors. The work of the Outreach office has been at the forefront of efforts to increase access to college for targeted populations including African American, Latina/o, Filipino and Pacific Islander students. Already an Asian American and Native American Pacific Islander-serving institution, the college within the next five years will seek the designation of a Hispanic-Serving Institution as enrollment from this targeted population continues to grow.

Individualized Attention to Student Retention and Success

De Anza recognizes the important balance of access and success. The college also recognizes that students often come to college with varying preparation levels – and thus the college must be equipped to provide support that ensures all students have the opportunity for success, regardless of their previous level of preparation. This initiative calls for deeper involvement of faculty and all staff in meeting the individualized needs of students.

Through the use of data and institutional reflection, the initiative aims to increase the speed with which the college identifies student needs, the competency with which it responds, the quality of support services, and the integration between instruction and support services. With the passage of the Student Success Act and the subsequent requirement for Student Success and Support Program (SSSP) services, the college is actively building links between the functions of student services and instruction, to ensure retention and success for all student groups. Recently, the college has dedicated resources to hiring full-time counselors distributed to instructional divisions, rather than general Counseling. These counselors specialize in pathway program support, career counseling and transfer curriculum related to the instructional divisions.

In addition, the college has expanded its roster of Learning Communities to support underserved students, by creating:

- The Men of Color Community (MC²) was created by the Outreach office to support male students from underserved African America, Filipino/Pacific Islander and Latino

populations not belonging to any other cohort on campus (I.A.3-1 Men of Color Community: <http://link.deanza.edu/IA3-1>).

- The REACH program supports student-athletes through a yearlong series of courses, as a cohort from basic skills English and Reading through transfer-level English courses and two general education courses: Humanities and Sociology (I.A.3-2 REACH: <http://link.deanza.edu/IA3-2>).

These are in addition to other, longstanding Learning Communities that provide students with a network of support as they take classes and participate in other activities as a group (I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>). They include First Year Experience; Honors Program; Impact AAPI; LEAD - Latina/o Empowerment at De Anza; Learning in Communities (LinC); Math Performance Success; Puente Project; Umoja and the Vasconcellos Institute for Democracy in Action (VIDA).

Equity

The Cultural Competence initiative has evolved and expanded from its 2006 strategic planning definitions into Equity, as described in the framework for the Educational Master Plan. The college's long-term goal is to develop deep and abiding ties to its surrounding communities, in which faculty and staff reflect the linguistic, cultural, ethnic and national diversity of those communities. Through this effort, professional identities are framed by a pedagogical commitment to engage all students, and students are empowered to be agents of change. This work has expanded under the direction of the full-time director of the Office of Equity, Social Justice and Multicultural Education. Staff members have worked with college constituents to integrate resource planning and programming for equity into the college's processes (I.A.3-4 Office of Equity: <http://link.deanza.edu/IA3-4>). Instructional divisions have equity core teams who review their programs on an annual basis, set goals, plan events, create programs or curriculum changes and ask for resources through an equity planning process. Departmental equity plans are now fully integrated into the planning cycle (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>).

Community and Civic Engagement

Through the work of the Vasconcellos Institute for Democracy in Action (I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>) and other programs, the college is deeply engaged with its neighboring communities as well as more distant communities in which students reside. De Anza's faculty members are committed to teaching students the skills necessary to work with others in their communities to influence positive change, and this commitment will continue into the future. During the next decade, De Anza will continue to be a national leader in both cultural competence and civic engagement due to its deep involvement in its local communities and an enduring reputation for academic excellence that includes success for those who may have previously fared less well. The Equity and Community and Civic Engagement initiatives have combined to drive the cultural transformation of the college and its mission forward. The alignment to the mission is exemplified in the program review processes, Student Learning Outcomes processes and institutional planning processes.

For example, all instructional programs, academic services, student services and college services undergo a program review process as outlined in the six-year integrated planning and resource allocation model. The Annual Program Review Update (APRU) and Comprehensive Program Review (CPR) forms have been designed so each program and

service area responds to questions that address the needs of the populations they serve. Each program and service area is asked to describe how its mission aligns with and helps to advance the overall mission of the college.

Annually, and as necessary, each program and service area identifies changing student needs and populations, while responding to changes in state, federal and accreditation requirements. The Instructional Planning and Budget Team (IPBT) in 2014 added a new question to the program review documents, after the Commission began asking colleges for information on institutionally set standards for course completion in their annual follow-up reports. The question requires constituents to assess whether their student success rates met or exceeded the college standard of 60 percent. If the program's success rates fall below the standard, the department is required to present a plan to increase the course success rates (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>).

The development of the Institutional Metrics stemmed from the goals and strategic initiatives within the Educational Master Plan (EMP). In fall 2015, College Council approved the current Institutional Metrics and associated standards, which include a low, moderate and high goal for the college (I.A.3-7 CC Minutes 10.22.15: <http://link.deanza.edu/IA3-7>). The college underwent a thoughtful analysis of college and external data to settle on the Institutional Metrics in the areas of basic skills, civic engagement, career technical education, equity, funding, outreach, planning, success and retention, and transfer (I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>).

The College Planning Committee (CPC) developed three different rates or goals for each metric. The master plan goal is used within the document and is the rate the college is thought to be able to achieve year after year. The aspirational goal is the rate the college will work to achieve, but it is set at a high, aspirational level. The standard goal is set as the base or minimum level that the college would not want to drop below; performance below the standard would prompt action to increase the rate.

Within the Institutional Metrics, the Educational Master Plan Committee integrated principles from programs developed by the California Community Colleges Chancellor's Office, including the Student Success Scorecard, Student Equity Plan, Student Support Programs and Services, and the Institutional Effectiveness Partnership Initiative. Thus, each year, the college reviews and assesses its metrics as well as these key reports and initiatives. Further, the metrics are linked to goals within the Student Equity Plan (I.A.2-6 Student Equity Plan: <http://link.deanza.edu/IA2-6>). Resource allocations are linked to program success, equity and learning outcomes, which are mapped to institutional learning outcomes. Thus, resource allocations through the annual budgeting process are directly linked to the Educational Master Plan and therefore the college mission. (I.A.3.Q1)

Further, the mission of the college is aligned with the mission for all online education courses, as online education is fully integrated into instructional divisions. The role of online learning was highlighted in the college's Educational Master Plan 2015-2020 (EMP), which noted that the Online Education Center is implementing strategic plans developed over multiple work sessions in summer 2014 (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>). Online education staff, with the Online Education Advisory Group and instructional deans, identified priorities that include continuous improvement and service to students and faculty, and addressing accreditation expectations as well as state and federal regulations. The clear focus on quality teaching and learning in the online environment, and

the addressing of disparate student outcomes in online courses, demonstrates the equity focus of online education at the college.

In addition, the EMP includes Institutional Metrics to be attained by 2020, including one in particular pertaining to online learning: The college will achieve a rate of 75 percent for the annual course completion rate. The five-year average is 65 percent and the current rate is 71 percent, so the trend, significantly, is strong upward growth. The stated aspirational goal for this metric is 77 percent, with the standard goal at 64 percent. As part of the annual review, the Office of Institutional Research and Planning will monitor and share progress on attaining this goal by 2020.

Online education is also part of the college's integrated planning and resource allocation process, as the Online Education Center submits a program review annually and a comprehensive review every six years. As with all other instructional departments and divisions, the center requests resources through the program review process. Resource allocations are ranked by the IPBT and approved by College Council. (I.A.3.Q2)

Evaluation

De Anza College meets this standard. Instructional programs and all service areas of the college are driven by the mission, particularly through De Anza's commitment to equity and its strategic initiatives as exemplified in the Educational Master Plan, 2015-2020. The alignment to the mission is exemplified in the program review processes, Student Learning Outcomes processes and institutional planning processes. Resource allocations are linked to program success, equity and learning outcomes, which are mapped to institutional learning outcomes. Thus, resource allocations through the annual budgeting process are directly linked to the Educational Master Plan, which is the source of De Anza's mission. In fall 2015, the college identified a range of goals for student success and institutional effectiveness that help the college measure how it is carrying out all aspects of its mission, including the delivery of online education, through the Educational Master Plan Update and embedded update of the metrics.

Evidence for Standard I.A.3

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.3-1 Men of Color Community: <http://link.deanza.edu/IA3-1>
- I.A.3-2 REACH: <http://link.deanza.edu/IA3-2>
- I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>
- I.A.3-4 Office of Equity: <http://link.deanza.edu/IA3-4>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.A.3-7 CC Minutes 10.22.15: <http://link.deanza.edu/IA3-7>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- I.A.2-6 Student Equity Plan: <http://link.deanza.edu/IA2-6>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

I.A.4.Q1 When was the current mission statement approved by the governing board?

I.A.4.Q2 Has the mission been reviewed to reflect the commitment to DE/CE and what was the rationale for the changes to the statement?

Description

The mission statement is published widely. The mission statement is included in the catalog (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>), the college website (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>), and posters displayed in classrooms and meeting rooms across campus. The mission statement is reviewed and revised as part of the six-year integrated planning and resource allocation process (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>) led by the College Planning Committee (CPC). The review process includes extensive dialogue and discussion, data and analysis, and opportunities for review by shared governance groups. The process culminated with the approval by College Council (I.A.4-1 CC Minutes 6.12.14: <http://link.deanza.edu/IA4-1>) and the Foothill-De Anza Community College District board of trustees (I.A.4-2 Board Minutes 6.12.14: <http://link.deanza.edu/IA4-2>). (I.A.4.Q1).

The Institutional Core Competencies, which are part of the mission, are reviewed and assessed regularly as well. Each year at the annual SLO Convocation, the faculty selects one ICC to review that year (I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>). The ICCs are also evaluated every two years with De Anza's participation in the Community College Survey of Student Engagement (CCSSE), to which the college added supplemental questions (I.A.2-12 CCSSE ICCs: <http://link.deanza.edu/IA2-12>). The ICCs were also evaluated as part of the 2016 student accreditation survey (I.A.2-13 Accreditation ICCs: <http://link.deanza.edu/IA2-13>).

In keeping with De Anza's mission, the college offers all online courses in a face-to-face format as well, thus targeting similar populations for both delivery modes. (I.A.4.Q2).

The college continues to monitor differences across the two modalities (I.A.1-13 F2F Online Compare: <http://link.deanza.edu/IA1-13>). This ensures that De Anza delivers on its mission to serve students from every background, by providing the opportunity for students to access higher education regardless of their background or location.

Evaluation

De Anza College meets this standard and Eligibility Requirement 6. De Anza's mission statement is approved by the governing board of the Foothill-De Anza Community College District whenever it is revised. The mission is assessed on a regular basis as part of the college planning process. The mission is widely published in the catalog, on the college website and across the campus in classrooms and meeting rooms. As part of ongoing assessment, the CPC annually reviews data to ensure De Anza is accomplishing its mission, and that the mission continues to apply to the wide variety of students the college services, including online students.

Evidence for Standard I.A.4

- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.A.4-1 CC Minutes 6.12.14: <http://link.deanza.edu/IA4-1>
- I.A.4-2 Board Minutes 6.12.14: <http://link.deanza.edu/IA4-2>
- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>
- I.A.2-12 CCSSE ICCs: <http://link.deanza.edu/IA2-12>
- I.A.2-13 Accreditation ICCs: <http://link.deanza.edu/IA2-13>
- I.A.1-13 F2F Online Compare: <http://link.deanza.edu/IA1-13>

Standard I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

- I.B.1.Q1 How has the college structured its dialogue?
- I.B.1.Q2 When, how, and about what subjects has the college engaged in dialogue? What impact has the dialogue had on student learning?
- I.B.1.Q3 Does the dialogue lead to a collective understanding of the meaning of data and research used in evaluation of student learning?
- I.B.1.Q4 What parties are involved in the institution's dialogue about the continuous improvement of student learning through DE/CE mode and how it compares with student learning in traditional programs? How is this dialogue organized and communicated?

Description

The college structures its dialogue through collegial consultation and provides opportunities for members of the campus community to influence the deliberative process, in accord with policies established by the Foothill-De Anza Community College District (I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>; I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>; I.B.1-3 Board Policy 2224: <http://link.deanza.edu/IB1-3>; I.B.1-4 Board Policy 2230: <http://link.deanza.edu/IB1-4>).

Two major, overlapping channels provide for dialogue and decision-making at the college – the governance pathway for most issues, and the organizational pathway for more minor or operational matters. Through these channels, work units and governance groups provide advice and make recommendations that lead to decision-making. The dialogue is student-centered and mission-focused.

The organizational pathway builds on the structure of programs, departments and work units, which are organized into divisions that comprise the three major areas of the college: Instruction, Student Services, and Finance and College Operations. In general, the three major areas are led by the vice presidents, including the associate vice presidents; offices by directors; divisions by deans; and programs by department heads. The college guiding documents – the product of learning outcomes assessment cycles, program review and the Six-Year Planning and Resource Allocation Model – inform the discussions held along the organizational pathway. Recommendations and advice are given directly to the president through the senior staff.

In the governance pathway, students, faculty and classified professionals are represented by their respective senates. These organizations provide delegates to governance groups: College Council, the planning and budget teams (PBTs) – Instructional (IPBT), Student Services (SSPBT) and Finance and College Operations (FCOPBT) – and the Campus Budget Team, Campus Facilities Team and Equity Action Council. The constituency organizations also provide representatives to advisory groups such as the Campus Center Advisory Board, College Environmental Advisory Group, Curriculum Committee, DARE Task Force, Governance Task Force and the Technology Committee. The governance pathway is also informed by the guiding documents from learning outcomes assessment cycles, program review and the six-year planning and assessment cycle. The governance and advisory groups give recommendations and advice to College Council. Recommendations and advice are given directly to the president through College Council (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>). (I.B.1.Q1)

The college also structures its dialogue through the outcome assessment process, which measures student learning, program and institutional learning outcomes. These results are captured and analyzed with the help of the TracDat online system (I.B.1-6 TracDat: <http://link.deanza.edu/IB1-6>). Continuous dialogue regarding student and institutional outcomes occurs for all work units in the areas of Finance and College Operations, Instruction and Student Services. The annual SLO Convocation is another opportunity to discuss ideas for improving the outcomes assessment process (I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>). (I.B.1.Q2)

The college occasionally holds public campus forums, in the form of Town Halls, to talk and discuss issues of interest to the campus community. The Town Halls, such as the one held on accreditation in May 2017, foster college community dialogue on current events and issues of relevance (I.B.1-8 Accreditation: <http://link.deanza.edu/IB1-8>). They also provide the diverse members of the college community with an opportunity to ask questions and obtain information on the college's direction and on special topics. (I.B.1.Q2)

The dialogue for members to influence the deliberative process and collegial consultation is student-centered and mission-focused. It leads to a collective understanding of the meaning of evidence and information, including data and research used in evaluation of student learning. (I.B.1.Q3)

De Anza's online course offerings have grown steadily over time as instructional divisions and departments have sought to meet increased student need for flexibility in terms of course scheduling and delivery modality. When considering offering specific online sections, department chairs and administrators assess a number of factors including course enrollment trends, course success rates, available faculty trained in online course delivery, waitlists and classroom availability. A comprehensive analysis looking at all course offerings across

instructional units indicated the need to better centralize information about online courses and to pursue a formal Substantive Change Proposal. In early 2015, the then-dean of Learning Resources worked closely with the Office of Institutional Research and Planning on a complex analysis that compared data from Banner (an online platform for course information and scheduling) with DegreeWorks (an online system for tracking programs and certificates), to determine which programs and certificates could be completed with at least half the work done online. This resulted in the Substantive Change Proposal that was submitted to the Commission and approved in 2016 (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>; I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>).

The college has steadily ramped up equitable student services for online courses, developing automated processes within the course management system, and continuing to provide regular training and instructional design support for online courses. In addition, the Online Education Center continues to hold Online Education Advisory Group meetings and conducts regular communication with faculty who teach online. (I.B.1.Q4)

Evaluation

The college meets this standard. Dialogue is structured to provide ample opportunities for input and decision-making. Dialogue takes place through collegial consultation and other opportunities for members of the campus community to influence the deliberative process. All constituencies are engaged in a student-centered, mission-focused dialogue. The dialogue focuses on understanding evidence and data used in the evaluation of student learning.

Evidence for Standard I.B.1

- I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>
- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- I.B.1-3 Board Policy 2224: <http://link.deanza.edu/IB1-3>
- I.B.1-4 Board Policy 2230: <http://link.deanza.edu/IB1-4>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.B.1-6 TracDat: <http://link.deanza.edu/IB1-6>
- I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>
- I.B.1-8 Accreditation: <http://link.deanza.edu/IB1-8>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

- I.B.2.Q1 What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of faculty?
- I.B.2.Q2 Does the institution use disaggregated data for analysis of student learning?

- I.B.2.Q3 Are student learning outcomes and assessments established for each course, program, certificate, and degree (including non-credit)?
- I.B.2.Q4 How are courses, programs, certificates, and degrees evaluated? How often? What are the results of the evaluations?
- I.B.2.Q5 What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation?
- I.B.2.Q6 How does the institution provide for systematic and regular review of its student and learning support services? How are the results used?
- I.B.2.Q7 What established policies and institutional processes guide the development and evaluation of courses and programs offered in DE/CE mode? Are they different from the policies and institutional processes that guide the development and evaluation of courses offered in traditional mode?
- I.B.2.Q8 What is the role of faculty and how is discipline expertise or teaching knowledge and expertise in the field of DE/CE used for establishing quality for these courses?
- I.B.2.Q9 What improvements to DE/CE courses and programs have occurred as a result of evaluation?

Description

All courses, programs, certificates and degrees are subject to robust and continuous evaluation through a growing set of institutional processes and policies intended to culminate in improvement, development, revision and enhancement. These processes and policies are themselves subject to evaluation, yielding a sustainable system of evaluation for identifying and promoting best practices across the college.

De Anza's outcomes assessment process targets specific learning outcomes for instruction at the course level, program level and institutional level (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>; I.B.2-2 Sample Course SLO: <http://link.deanza.edu/IB2-2>; I.B.2-3 Sample PLO: <http://link.deanza.edu/IB2-3>; I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>). Assessments of learning outcomes are incorporated into institutional decision-making through the ongoing program review process, with assessment results playing an explicit role (I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>). (I.B.2.Q1)

Evaluation of courses also occurs through the curriculum review process, with the inclusion of learning outcomes in the development and revision of all course descriptions (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). All divisions and departments evaluate themselves regarding their role in contributing to student equity via mandatory equity plans (I.B.2-6 Equity Planning: <http://link.deanza.edu/IB2-6>). (I.B.2.Q1)

In accordance with the college's commitment to shared governance, De Anza's Student Learning Outcomes assessment processes are faculty-driven. The Student Learning Outcomes (SLO) Committee of the Academic Senate has three faculty members who serve as SLO coordinators. They work in conjunction with such bodies as the Instructional Planning and Budget Team (IPBT), Academic Senate and Curriculum Committee – all comprised of faculty, by either majority or entirety – to refine De Anza's systemic evaluative methods (I.B.2-7 SLO Committee: <http://link.deanza.edu/IB2-7>). The annual Campus Convocation, attended by more than 100 faculty members every year, serves a key role in facilitating

dialogue about pedagogy and assessment (I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>). Convocation workshops and work groups are designed to facilitate the integration of assessment work into the preparation of program review documents, and to development innovative techniques for evaluating institutional learning outcomes. Professional development workshops ensure that all faculty remain informed of campus standards and expectations for assessment work (I.B.2-8 Assessment Workshop1: <http://link.deanza.edu/IB2-8>; I.B.2-9 Assessment Workshop2: <http://link.deanza.edu/IB2-9>; I.B.2-10 Assessment Workshop3: <http://link.deanza.edu/IB2-10>). (I.B.2.Q1)

Disaggregated data is used to analyze student learning at De Anza in outcomes assessment work and in the program review process. The Faculty Inquiry Tool allows users to disaggregate data concerning success factors such as retention and completion across a wide range of variables including gender, ethnicity, age and financial aid status (I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>). The data is often directly relevant to the assessment of learning outcomes at the course, program and institutional levels. Disaggregated data is also made available in the program review data sheets distributed to all programs for the preparation of Annual Program Review Updates (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). Program review documents explicitly require each program to consider trends in student success, according to the data, in evaluating program efficacy. The planning and budget teams then take these findings into consideration. (I.B.2.Q2)

Learning outcomes are established for all courses, programs, certificates and degrees, including non-credit programs (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). Assessment methods are also in place for these learning outcomes, and are recorded in the TracDat system (I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>). (I.B.2.Q3)

The Curriculum Committee evaluates courses at least once every five years (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). Programs, certificates and degrees are evaluated through the program review process (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>, I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>), in accordance with De Anza's planning and assessment cycle (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>). All learning outcomes are assessed at least once every five years. Outcomes assessments at the course and program level are conducted by their respective program or departmental units, with methods and results recorded in the TracDat system (I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>).

Results of program assessment are reflected in action items for De Anza's planning and budget teams (I.B.2-15 IPBT Action Items: <http://link.deanza.edu/IB2-15>), and may inform resource allocations along with growth and reduction plans. Course assessments inform the approval of curriculum revision requests. Learning outcome assessments for courses, programs, certificates and degrees result in a wide variety of enhancements as recorded in the TracDat system (I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>). (I.B.2.Q4)

Examples of improvements to courses, programs, certificates and degrees stemming from De Anza's assessment processes are frequently featured at the annual campus SLO Convocation and Partners in Learning conference (I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>). The Health Services office, for example, has increased

the success rates for a Tobacco Cessation program by using assessment results to adjust recruitment strategies (I.B.2-17 Assessments in Health: <http://link.deanza.edu/IB2-17>). Many course-level improvements, ranging from curricular revision to improved instructional methods, are recorded in the TracDat system. The SLO Committee also produces a newsletter to highlight examples of enhancement stemming from assessment work (I.B.2-18 SLO Newsletter: <http://link.deanza.edu/IB2-18>). (I.B.2.Q5)

Student learning and support services are regularly assessed via the same Outcomes Assessment mechanisms applied to instruction. All service programs have Outcome Statements that are subject to an Assessment Cycle at least once every five years. Statements, assessment methods, and results are recorded in the TracDat system (I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>). Results are also incorporated into the program review process, in this case overseen by the Student Services Planning and Budget Team (I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>). Results of program assessment may inform resource allocation decisions, along with growth or reduction plans. (I.B.2.Q6)

Courses and programs offered in the DE/CE mode are subject to the same standards and policies for development and evaluation as their traditional face-to-face counterparts, although additional professional development training is required for faculty teaching online. Learning outcomes are developed and assessed according to the same policies as those in place for standard-mode courses (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (I.B.2.Q7)

In each department, faculty members consult with peers when preparing a course for online delivery. They also consult peers while the course is being offered, and when it's being revised through the Curriculum Committee process. The Online/Hybrid Delivery Request Form specifically requires the submitting instructor to provide a response that explains how faculty in the discipline or department were involved in designing the course. Instructional designers in the Online Education Center regularly consult and offer training sessions with regard to effective online teaching. (I.B.2.Q8)

As a result of evaluation in the form of program review, De Anza has continued to see positive change in student success rates overall. With the evaluation and ultimate transition to Canvas, a new course management system, the college has focused on student engagement and interaction in the online environment. Faculty who wish to teach online must complete certification to move to the new system. In the required certification training, the college has been intentional in consistently embedding accessibility compliance, quality checklists and effective practices for online teaching and learning, along with the basics of online processes and technologies. Formal and informal student evaluations of individual faculty who teach online have contributed to more effective teaching strategies. The Academic Senate, through its Online Education subcommittee, has also used these evaluative measures to form guidelines for regular, timely and effective student and faculty contact, which directly connect with training offered by the Online Education Center. (I.B.2.Q9)

Evaluation

The college meets this standard and Eligibility Requirement 11. De Anza has implemented extensive processes and policies for defining and assessing Student Learning Outcomes at the course, program and institutional level. The college uses disaggregated data to analyze

student learning. Courses are evaluated at least once every five years. Programs, certificates and degrees are evaluated on a six-year cycle. These assessments lead to action items for the planning and budget teams and are used in revising curricula. Assessments produce a variety of enhancements to courses and services, as shown in the TracDat system. Courses and programs offered online are subject to the same standards for evaluation as their face-to-face counterparts. This has led to improved student success rates overall.

Action Plan

1. Continue the college's commitment to Student Learning Outcomes work at all levels: Student Learning Outcomes (SLO), Student Services Learning Outcomes (SSLO), Administrative Unit Outcomes (AUO), Program Level Outcomes (PLO) and Institutional Learning Outcomes (ILO). (Standard I.B.2)
 - Make the data submission process easier through steps such as encouraging use of the "Assignments" feature in the TracDat system.
 - More closely align assessment requirements with the five-year curriculum review process, to ensure consistent and ongoing assessment work.
 - Work with the TracDat developer to improve reports generated by the system.
 - Promote the need for ongoing assessment cycles through regularly scheduled workshops in conjunction with the Office of Professional Development, as well as Opening Day activities and workshops, weekly "drop-in help" office hours for faculty, and the annual convocation.
2. Continue to advance the college's commitment to equity
 - Develop and better integrate programs and services that directly address issues of equity among our students and within our institution, through collaboration between the offices of Instruction and Student Services.

Evidence for Standard I.B.2

- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-2 Sample Course SLO: <http://link.deanza.edu/IB2-2>
- I.B.2-3 Sample PLO: <http://link.deanza.edu/IB2-3>
- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>
- I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.B.2-6 Equity Planning: <http://link.deanza.edu/IB2-6>
- I.B.2-7 SLO Committee: <http://link.deanza.edu/IB2-7>
- I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>
- I.B.2-8 Assessment Workshop1: <http://link.deanza.edu/IB2-8>
- I.B.2-9 Assessment Workshop2: <http://link.deanza.edu/IB2-9>
- I.B.2-10 Assessment Workshop3: <http://link.deanza.edu/IB2-10>
- I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>

- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.B.2-15 IPBT Action Items: <http://link.deanza.edu/IB2-15>
- I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
- I.B.2-17 Assessments in Health: <http://link.deanza.edu/IB2-17>
- I.B.2-18 SLO Newsletter: <http://link.deanza.edu/IB2-18>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

- I.B.3.Q1 What criteria and processes does the college use to determine its priorities and set minimum expectations (institution-set standards) for student achievement, including required expectations of performance for course completion, job placement rates, and licensure examination passage rates? (Federal Regulation)
- I.B.3.Q2 Is there broad-based understanding of the priorities and the processes to implement strategies to achieve the desired outcomes?
- I.B.3.Q3 To what extent does the college achieve its standards? (Federal Regulation)
- I.B.3.Q4 How does the college use accreditation annual report data to assess performance against the institution-set standards?
- I.B.3.Q5 How are the needs for fiscal, technical and human resources required for teaching DE/CE learning programs identified and integrated into the planning processes and assessed for effectiveness?
- I.B.3.Q6 If an institution does not meet its own standards, what plans are developed and implemented to enable it to reach these standards? (Federal Regulation)
- I.B.3.Q7 Has the college defined specific goals (institution-set standards) and objectives for the effectiveness of its DE/CE activities? How are these goals and objectives defined and communicated?
- I.B.3.Q8 What data and/or evidence are used to communicate and analyze institution set standards relevant to DE/CE?

Description

The Foothill-De Anza Community College District has implemented a procedure related to institutional effectiveness that requires the college to develop, adopt and publicly post goals for student performance and outcomes (I.B.3-1 Administrative Procedure 3225: <http://link.deanza.edu/IB3-1>). In 2010, the college incorporated Institutional Metrics within its Educational Master Plan 2010-2015 (EMP), which set goals for the college to achieve by 2015 (I.B.3-2 EMP 2010-15: <http://link.deanza.edu/IB3-2>). The EMP also stipulated that the

metrics would be tracked annually in the Educational Master Plan Update. A review of the metrics took place in fall 2010, fall 2011 and fall 2012 (I.B.3-3 EMP Update 2010-11: <http://link.deanza.edu/IB3-3>; I.B.3-4 EMP Update 2011-12: <http://link.deanza.edu/IB3-4>; I.B.3-5 EMP Update 2012-13: <http://link.deanza.edu/IB3-5>). The annual updates were presented to College Council and the Academic Senate each fall and posted on the webpage of the Office of Institutional Research and Planning. In fall 2014, the college engaged in an environmental scan in preparation for the review and revision of the EMP in fall 2015 (I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>).

In fall 2015, the College Planning Committee (CPC) led the campus in the review and revision of the EMP, which included a full review of the Institutional Metrics. The result of a thorough discussion resulted in metrics that are aligned with the framework of the EMP in the following areas: basic skills, civic engagement, career technical education, equity, funding, outreach, planning, success and retention, and transfer (I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>). In addition, the CPC set three levels of goals for the college. The master plan goal is used in the EMP and is the rate the college is thought to be able to achieve year after year. The aspirational goal is the rate the college will work to achieve, but it is set at a high level. The standard goal is set as the base or minimum level that the college would not want to drop below. Performance below the standard would prompt action to increase the rate.

In order to have a comprehensive set of metrics and goals for the college, the CPC integrated the Institutional Effectiveness Partnership Initiative framework indicators as well as the state chancellor's Student Success Scorecard indicators into the Institutional Metrics in the EMP. The Institutional Metrics were also integrated into the college's Student Equity Plan to ensure seamless integration across the EMP and the Equity Plan. In addition, the CPC established Career Technical Education (CTE) job placement rates in collaboration with each CTE department chairs (I.B.3-6 CTE Placement: <http://link.deanza.edu/IB3-6>), as well as CTE licensure passage rates (I.B.3-7 CTE Passage: <http://link.deanza.edu/IB3-7>). (I.B.3.Q1)

Progress on the Institutional Metrics is discussed at CPC meetings and presented annually to College Council. Starting in 2016, the committee has begun notifying College Council if it seems the college may not attain a goal, or the CPC believes the current rate of growth will not meet the goal set for 2020. At that time, College Council will determine ways in which the college can address the Institutional Metric in order to meet the master plan goal by 2020 (I.B.3-8 Metrics Review: <http://link.deanza.edu/IB3-8>) (I.B.3.Q2 & I.B.3.Q6).

Overall, the college is meeting its master plan goals. Under the process described above, if the college falls below a set goal, College Council will determine how to allocate resources to help meet it (I.B.3.Q3).

Each program is asked on the Annual Program Review Update (APRU) form to determine if its success rates fall below 60 percent, which is the annual course completion rate by subject (I.A.1-9 IPBT APRU Form: <http://link.deanza.edu/IA1-9>). If that occurs, the program must report a plan to bring the rates up to 60 percent. This question was added to the APRU in 2014 after the Commission requested that colleges include their institutionally set standards in their annual follow-up reports to the Commission. (I.B.3.Q4).

The college also established an Institutional Metric for an online course completion rate. This metric is evaluated, assessed, and communicated to the college and broader community in the same manner as all other metrics (I.B.3.Q7). The data used to analyze the metric for online

education includes the program review data submitted annually by the Online Education Center, as well as the program review data sheet for online education provided by the Institutional Research office (I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>) (I.B.3.Q8). In addition, all fiscal, technical and human resources requests related to online education are integrated into the program review process and evaluated in the same way as such requests are evaluated for face-to-face courses (I.B.3.Q5).

Evaluation

De Anza College meets this standard and Eligibility Requirement 11. Institution standards, or Institutional Metrics, are used to analyze and assess institutional effectiveness and academic quality as part of the college's mission. The results of these annual analyses are shared with the campus community and are available to the public on a webpage maintained by the Office of Institutional Research and Planning (I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>).

Action Plan

1. Work toward achieving the six identified institutional metrics in order to meet the Education Master Plan goal by 2020.
 - In 2016, College Council asked the Academic Senate to take the lead in addressing six institutional metrics that it seemed the college may not meet by 2020. The Academic Senate has identified key stakeholders to develop plans for improving performance on these metrics, including steps for implementation, monitoring and assessment of improvement efforts. The stakeholders will present their plans to College Council and provide a quarterly status report.

Evidence for Standard I.B.3

I.B.3-1 Administrative Procedure 3225: <http://link.deanza.edu/IB3-1>
I.B.3-2 EMP 2010-15: <http://link.deanza.edu/IB3-2>
I.B.3-3 EMP Update 2010-11: <http://link.deanza.edu/IB3-3>
I.B.3-4 EMP Update 2011-12: <http://link.deanza.edu/IB3-4>
I.B.3-5 EMP Update 2012-13: <http://link.deanza.edu/IB3-5>
I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>
I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
I.B.3-6 CTE Placement: <http://link.deanza.edu/IB3-6>
I.B.3-7 CTE Passage: <http://link.deanza.edu/IB3-7>
I.B.3-8 Metrics Review: <http://link.deanza.edu/IB3-8>
I.A.1-9 IPBT APRU Form: <http://link.deanza.edu/IA1-9>
I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>
I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

I.B.4.Q1 How is assessment data incorporated into college planning to improve student learning and achievement? (Federal Regulation)

I.B.4.Q2 Are the data used for assessment and analysis disaggregated to reflect factors of difference among students?

Description

De Anza College regularly assesses the effectiveness of programs, services, and collegewide processes and procedures to support student learning and achievement. Data-informed decision-making is the foundation for the college's planning process and is evident in the college's commitment to incorporating assessment data into college planning to improve student learning and achievement. This data also is disaggregated by a variety of factors to reflect differences among students (I.B.4.Q1 & I.B.4.Q2). Specific examples include:

Educational Master Plan

Every five years, the college undertakes a thorough evaluation and review of the Educational Master Plan (EMP), while performing an annual review and update each year. The Educational Master Plan 2015-2020 is built upon an equity framework that drives all areas of the college (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>). The plan includes Institutional Metrics to be achieved by 2020 in the areas of basic skills, civic engagement, career technical education, equity, funding, outreach, planning, success and retention, and transfer (I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>). These are each standalone elements of De Anza's mission; together, they serve as the foundation for everything the college does.

Program Review

Analysis of student learning and achievement data for program improvement and resource allocations is the core of program review. During the review process, each department is provided with a comprehensive data report that includes four years of data at the program level on enrollment trends, demographic distributions, overall course success rates and success rates by targeted and not targeted groups. The success rates are also disaggregated by ethnicity, gender and age (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). Faculty, staff and administrators are able to analyze multiple additional student and course characteristics in course-level program review data through the Program Review Data Tool (I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>). Departments also have access to statistics on certificates and degrees awarded, disaggregated by student characteristics as well as data on transfers to four-year institutions by ethnicity (I.B.4-2 Certificates and Degrees: <http://link.deanza.edu/IB4-2>; I.B.4-3 Transfers: <http://link.deanza.edu/IB4-3>). This provides faculty and staff with a comprehensive view of program performance. Student learning assessment data is also reported and analyzed in this process. This includes course, program, service or institutional-level assessment data appropriate to the program, pulled from TracDat directly by the department chair (I.B.4-4 Departmental SLO Report: <http://link.deanza.edu/IB4-4>). Program faculty and staff include analyses of these data in their reports. They use the results in developing six-year plans and short-term plans, which are supported through the annual and comprehensive program review process. The Planning and Budget teams review

the reports and use them to assess the performance of each program, and to allocate resources based on the information included in the analysis.

Student Learning Outcomes

College planning is informed by data collected through the outcomes assessment process (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). Outcome assessments at the course and program level drive planning through the ongoing program review process, with assessment results playing an explicit justificatory role (I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>). Assessments of the Institutional Core Competencies drive planning by examining core directives of the mission statement (I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>).

College Planning Committee

The Office of Institutional Research and Planning and the College Planning Committee (CPC) instituted several changes to the annual planning process. These include increasing the amount of data included in the program review data sheets; identifying three levels of goals for the Institutional Metrics to encourage continuous improvement; and encouraging the Career Technical Education (CTE) programs to set Institutional Metrics within each of their programs, including rates for job placement and licensure passage. Other steps included changing the way the college reviews and assesses the Institutional Metrics, with College Council taking responsibility for any metrics that are at risk of not meeting the target by 2020, and revising the annual governance assessment process to include more comprehensive and focused assessment aligned with De Anza's mission and commitment to equity. In addition, the process now encourages faculty to reflect individually at the section level, and as a department on the course and department levels, on student success and retention rates. This is aimed at encouraging deeper analysis and reflection to help close achievement gaps.

Student Inquiry Tool

The college supported the development of an online data tool which provides access to student success and retention rates at the section, course, department and division level. The tool can also be used to disaggregate the results by student characteristics including ethnicity, educational goal, financial aid awarded, and highest education levels, among others. It can also disaggregate the data by course characteristics such as online, hybrid, transferable or basic skills. The data can also be disaggregated by special populations, such as students who are foster youth, veterans, or participating in CalWorks, Disability Support Programs and Services (DSPS) or Extended Opportunities Programs and Services (EOPS). The program is intended to encourage self-reflection and departmental discussions of trends and disproportionate impacts across groups, and the ways in which access to the data can help us improve outcomes for all students.

Data Reporting

An annual review of the California Community Colleges Chancellor's Office Student Success Scorecard is conducted by the Office of Institutional Research and Planning and shared with many governance groups including College Council, the Academic Senate and the Foothill-De Anza Community College District board of trustees (I.B.4-5 Scorecard: <http://link.deanza.edu/IB4-5>). The ensuing discussion of the data includes how the college

can improve the rates for all students. The college also participates in the Community College Survey of Student Engagement (CCSSE), in which the data is disaggregated over many areas and shared widely with instructional and student services departments (I.A.2-12 CCSSE ICCs: <http://link.deanza.edu/IA2-12>). The survey is also an opportunity for the college to collect data on institutional learning outcomes in the form of Institutional Core Competencies (ICCs), and disaggregate the results by various student characteristics (I.B.4-6 Institutional Learning Outcomes: <http://link.deanza.edu/IB4-6>).

Evaluation

De Anza College meets this standard. The college regularly uses data to evaluate the effectiveness of its practices and processes to support student learning and achievement, and does so by disaggregating the data in an attempt to better understand the needs of De Anza's student populations. The program review process has effectively provided programs and services with data on student and program performance, to enable reflection and short- and long-term planning as well as resource allocations drive by data. De Anza College makes it a priority to provide access to data, and the environment and space to have discussions around the data, to ultimately improve outcomes for all students. While the college has not yet closed the achievement gap, it continues to strive toward that goal.

Evidence for Standard I.B.4

- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>
- I.B.4-2 Certificates and Degrees: <http://link.deanza.edu/IB4-2>
- I.B.4-3 Transfers: <http://link.deanza.edu/IB4-3>
- I.B.4-4 Departmental SLO Report: <http://link.deanza.edu/IB4-4>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>
- I.B.4-5 Scorecard: <http://link.deanza.edu/IB4-5>
- I.A.2-12 CCSSE ICCs: <http://link.deanza.edu/IA2-12>
- I.B.4-6 Institutional Learning Outcomes: <http://link.deanza.edu/IB4-6>

Institutional Effectiveness

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.B.5.Q1 Does the college have a program review process in place? Is it cyclical, i.e., does it incorporate systematic, ongoing evaluation of programs and services using data on student learning and achievement, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning? How is planning integrated?

I.B.5.Q2 To what extent are institutional data and evidence available and used for program review?

I.B.5.Q3 Does the college have separate processes for the planning, approval, evaluation, and review of courses offered in DE/CE mode, or are the processes similar to those for courses offered in traditional face-to-face mode? How are these processes integrated into the college's overall planning process?

Description

The college follows a well-established, cyclical program review process constructed to allow all programs to review their mission and their progress relative to the college mission. The Six-Year Planning and Resource Allocation Model, informally known as the “planning quilt” because of the illustrating graphic, displays the cycle for Annual Program Review Updates (APRU), the Comprehensive Program Review (CPR) and other major review processes (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>). Each Planning and Budget team reviews the responses to the APRU forms in relation to the Educational Master Plan (EMP), as well as the college's strategic goals, mission, Institutional Metrics and Student Learning Outcomes (SLOs). The planning and budget teams worked with the SLO Core Team to develop a CPR template that incorporated these changes for the 2013-14 Comprehensive Program Review (I.B.5-1 IPBT Notes 1.21.14: <http://link.deanza.edu/IB5-1>). Results of this work can be seen in the evolving APRU forms posted on the Planning and Budget team sites (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>).

During the year of reflection, the sixth year in the planning cycle, the Instructional Planning and Budget Team (IPBT) began to develop a CPR form based on the Educational Master Plan, mission, Institutional Metrics and SLOs (I.B.5-3 IPBT Notes 2.24.15: <http://link.deanza.edu/IB5-3>; I.B.5-4 IPBT Notes 3.17.15: <http://link.deanza.edu/IB5-4>; I.B.5-5 IPBT Notes 11.24.15: <http://link.deanza.edu/IB5-5>). Many of the concepts from the spring 2014 CPR form remained. Similarly, the Student Services Planning and Budget Team (SSPBT) will review their CPR document and create APRUs that will allow programs and departments an opportunity to review student learning and achievement, improvement planning, implementation and re-evaluation.

Resource allocations are made within the Planning and Budget teams using the APRU and CPR forms including faculty hiring, allocation of state lottery funds, allocation of federal funds under the Carl D. Perkins Career and Technical Education Improvement Act, and allocation of state Strong Workforce funds (I.B.5-6 IPBT Notes 10.21.14: <http://link.deanza.edu/IB5-6>; I.B.5-7 IPBT Notes 10.28.14: <http://link.deanza.edu/IB5-7>; I.B.5-8 SSPBT Notes 4.17.14: <http://link.deanza.edu/IB5-8>; I.B.5-9 SSPBT Notes 2.5.15: <http://link.deanza.edu/IB5-9>; I.B.5-10 SSPBT Notes 12.4.14: <http://link.deanza.edu/IB5-10>). (I.B.5.Q1)

Data is readily available to inform the program review process. The Office of Institutional Research and Planning provides annual program review data sheets and an interactive online data tool (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>; I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>). (I.B.5.Q2)

Online education is fully integrated into instructional divisions at De Anza. The role of online learning was highlighted in the college's Educational Master Plan 2015-2020 (EMP), which noted that the Online Education Center is implementing strategic plans developed over multiple work sessions in summer 2014. Online education staff, together with the Online Education Advisory Group and instructional deans, identified priorities centering on continuous improvement and service to students and faculty, and the addressing of accreditation expectations as well as state and federal regulations. The clear focus on quality teaching and learning in the online environment, and the addressing of disparate student outcomes in online courses, demonstrates the equity focus of Online Education and the college.

The strategic planning efforts address significant opportunities for online education, particularly a framework for centralizing support of hybrid courses, and strategic approaches to planning online course offerings. Additional planning opportunities include the identification of additional resources to benefit students, such as those established by the statewide Online Education Initiative based at the district, digital literacy efforts and the creation of a resource hub for teaching with technology.

The EMP also underscores that student services foster student success and are an essential component of the student experience for students who take classes face to face and/or online. From outreach to registration, assessment to counseling, academic advising to financial aid, and articulation to transfer services, students achieve their educational goals with the support of a comprehensive array of student services available in multiple formats.

The EMP includes Institutional Metrics to be attained by 2020, including one in particular pertaining to online learning: The college will achieve a rate of 75 percent for the annual course completion rate. The five-year average is 65 percent and the current rate is 71 percent; the trend is strong upward growth. The stated aspirational goal for this metric is 77 percent, with the standard goal at 64 percent. As part of the annual review, the Office of Research and Planning will monitor and share progress on attaining this goal by 2020.

Online education is also part of the college's integrated planning and resource allocation process, as the Online Education Center submits a program review annually and a comprehensive review every six years. As with all other Instructional departments and divisions, Online Education requests resources through the program review process as well. Resource allocations are ranked by vote of the IPBT and approved by College Council. (I.B.5.Q3)

Evaluation

De Anza College meets this standard. Its planning processes are cyclical and incorporate systematic and ongoing evaluation of programs and services, using data on student achievement and learning. Ample data is available to inform the evaluation process, including the program review process, which includes the review of online education courses.

Evidence for Standard I.B.5

- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.B.5-1 IPBT Notes 1.21.14: <http://link.deanza.edu/IB5-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- I.B.5-3 IPBT Notes 2.24.15: <http://link.deanza.edu/IB5-3>
- I.B.5-4 IPBT Notes 3.17.15: <http://link.deanza.edu/IB5-4>
- I.B.5-5 IPBT Notes 11.24.15: <http://link.deanza.edu/IB5-5>
- I.B.5-6 IPBT Notes 10.21.14: <http://link.deanza.edu/IB5-6>
- I.B.5-7 IPBT Notes 10.28.14: <http://link.deanza.edu/IB5-7>
- I.B.5-8 SSPBT Notes 4.17.14: <http://link.deanza.edu/IB5-8>
- I.B.5-9 SSPBT Notes 2.5.15: <http://link.deanza.edu/IB5-9>
- I.B.5-10 SSPBT Notes 12.4.14: <http://link.deanza.edu/IB5-10>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

- I.B.6.Q1 Does the institution identify significant trends among subpopulations of students and interpret their meaning?
- I.B.6.Q2 Has the institution set performance expectations (key performance indicators) for the subpopulations?
- I.B.6.Q3 How does it judge its achievement of the target outcomes?
- I.B.6.Q4 Is the institution performance satisfactory?
- I.B.6.Q5 What changes have been made or are planned as a result of the analysis of the data?

Description

The Educational Master Plan (EMP) was built on an assessment of internal and external scans which led the college to designate target populations of students who are Latino/a, African American or Filipino/Pacific Islander (I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>). These groups were first identified through strategic planning in 2006.

These groups were identified as students who have lower college-going rates from targeted high school districts; they also have higher remediation rates and lower course success rates. Targeted groups are identified within the program review process and are the main focus of data disaggregation across the college and within the Institutional Metrics. The

college is committed to having no more than 5 percentage points of difference between the course success rates of targeted and nontargeted groups, and a difference of no more than 5 percentage points in four-term persistence rates. Closing this achievement gap is an ongoing Institutional Metric. (I.B.6.Q1)

With regard to outreach, the college set a metric that fall enrollment of students residing in regional locations with historically low participation rates will increase to 47 percent from the current rate of 45 percent. Further, the college has also set metrics that disaggregate course success rates by online and face-to-face enrollment (I.B.6-1 Institutional Metrics 2016: <http://link.deanza.edu/IB6-1>). (I.B.6.Q2)

The program review process for instructional programs includes detailed analysis of student outcomes data, which is disaggregated by targeted and nontargeted ethnic groups, ethnicity, gender, age and education level (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). The Program Review Data Tool can be used to disaggregate the data by special populations – such as veterans, foster youth or students participating in CalWorks, Disability Support Programs and Services (DSPS) and Extended Opportunities Programs and Services (EOPS) – in addition to course-level attributes such as online, hybrid, and accounting method (I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>). Comparisons can be made at the course level over the past four years. The disproportionate impact page within the tool allows users to see the difference in success rates of particular groups, disaggregated by ethnicity, compared to the average success rate. The prompts for Section III of the program review form asks departments to address student enrollment data relative to their program's growth or decline in targeted populations as defined in the 2014 Student Equity Plan. Section III.1.B ask programs to explain any progress or achievement, relative to the prior year's report, toward decreasing the student equity gap. To close the loop on the resource allocation process, the departments are asked to report on their plan to reassess the outcome of receiving each of the additional resources requested. (I.B.6.Q3)

In order to judge the achievement of targeted outcomes, De Anza has established three levels of goals. The master plan goal is used in the EMP and is the rate the college is thought to be able to achieve year after year. The aspirational goal is the rate the college will work to achieve, but it is set at a high, aspirational level. The standard goal is set as the base or minimum level that the college would not want to drop below. Performance below the standard would prompt action to increase the rate.

The College Planning Committee (CPC) annually reviews and assesses the college's progress toward meeting its stated goals and presents the goals to College Council. Under a process that started in 2016, College Council will determine how the college should focus its attention on any goals that may not be met by 2020 (I.B.6-2 CC Minutes 10.27.16: <http://link.deanza.edu/IB6-2>). (I.B.6.Q3).

Based on analysis of targeted and nontargeted groups, many initiatives have been put into place to address the achievement gap. These include the piloting of multiple measures in the Math department, which now uses high school transcripts along with the placement test to better assess students' ability to successfully complete the course in which they are placed. The intention is to help reduce the length of the math sequence and increase the likelihood that students will complete the transfer-level math course. The department also participates in Statway, which combines three courses into two, so a student can fulfill basic skills and statistics requirements within one year. The Math department is also using a basic

skills transformation grant from the California Community Colleges Chancellor's Office to expand an already successful program and Learning Community, Math Performance Success (MPS), which has been closing the achievement gap in that subject. During the grant's three-year funding period, the program will triple the number of sections it offers, allowing greater access, while hiring three full-time counselors and developing a tutoring center for MPS students. The MPS program is already a promising program: Over the last four years, students in targeted groups have achieved success rates in MPS that are 8 percentage points higher than students in targeted groups have achieved in non-MPS math sections (I.B.6-3 MPS Success Rates: <http://link.deanza.edu/IB6-3>). (I.B.6.Q5).

De Anza recently launched the Men of Color Community (MC²), a Learning Community initiative to support male students from underserved African America, Filipino/Pacific Islander and Latino populations. The college has assigned a counselor to the program. De Anza is continually expanding Learning Communities and curricular pathways to support underserved students. One example is the reorganization of the Sankofa Scholars program into the Umoja program. The college also has used Student Success and Support Program (SSSP) funding to enhance support services for students who are foster youth, disabled or veterans. Through its ongoing equity work, each department has created an equity core team to review division equity data and develop strategic plans for addressing gaps. (I.B.6.Q5) As a result of these efforts, the college is making satisfactory progress toward meeting its goals and closing achievement gaps. (I.B.6.Q4)

Evaluation

De Anza College meets this standard. It disaggregates data to identify underrepresented or underserved groups. The college uses the data to develop and fund specific interventions to mitigate any gaps in achievement.

Evidence for Standard I.B.6

I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>

I.B.6-1 Institutional Metrics 2016: <http://link.deanza.edu/IB6-1>

I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>

I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>

I.B.6-2 CC Minutes 10.27.16: <http://link.deanza.edu/IB6-2>

I.B.6-3 MPS Success Rates: <http://link.deanza.edu/IB6-3>

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.7.Q1 What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation, and re-evaluation?

I.B.7.Q2 How effective are the college planning processes for fostering improvement?

I.B.7.Q3 What mechanisms does the institution use to gather evidence about the effectiveness of DE/CE learning programs and related student and learning support services?

Description

De Anza College regularly evaluates its policies and practices in all areas to ensure that it effectively supports academic quality and to accomplish its mission. To do so, the college reviews its planning, resource allocation, program review and assessment processes on a regular basis. In the fifth year of its six-year planning cycle, the planning and budget teams conduct a comprehensive program review in which they reflect on their program goals and plans over the previous five years. This is followed by a year of reflection in the sixth year. The year of reflection is a time when programs review the previous six years to determine their progress in achieving their set goals, and to establish new goals for the next six years. It is also a time for the planning committees to review the program review template and determine if the form is still aligned with the college's mission and with meeting the needs of their program.

Each year, the College Planning Committee (CPC) requests shared governance groups to reflect upon and answer two targeted questions:

1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our mission, Institutional Core Competencies and commitment to equity?
2. Reflecting on your governance group's processes and practices over the past year, please identify what has been working and what changes you plan to implement over the next academic year to ensure continuous improvement.

The results of the reflection questions are included in the annual Educational Master Plan Update (I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>). (I.B.7.Q1)

The college's planning processes are effective; when something needs to be changed, the college has the ability to do so. For example, the Instructional Planning and Budget Team recently decided to change the schedule for program review updates. Under the new approach, the team conducts a review in the spring to determine if programs are meeting their goals and if they meet viability criteria. Then in the fall, the team looks at program review updates to determine resource allocations. Both processes used to take place in the spring, but spreading them over two terms allows more effective analysis and discussion. (I.B.7.Q2)

The Educational Master Plan (EMP) specifically establishes an Institutional Metric for online learning: The college will achieve a rate of 75 percent for the annual course completion rate. The five-year average is 65 percent and the current rate is 71 percent, so the trend is strong positive growth. The stated aspirational goal for this metric is 77 percent, with the standard goal at 64 percent. As part of the annual review, the Office of Institutional Research and Planning will monitor and share progress on attaining this goal by 2020.

Online education is also part of the college's integrated planning and resource allocation process. The Online Education Center submits a program review annually and a comprehensive review every six years. A program review data sheet for online education is generated annually. This is used to report on enrollment and success of online courses (I.B.3-9 Online

Program Review: <http://link.deanza.edu/IB3-9>). Further, faculty teaching online courses can use the Inquiry Tool to disaggregate their course outcomes by online, face-to-face and hybrid sections and make comparisons between the delivery methods. The same can be accomplished within the Program Review Data Tool, which can be used to disaggregate course data by those features (I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>).

As with all other instructional programs and units, resources for online education are requested through the program review process. Resource allocations are ranked by vote of the Instructional Planning and Budget (IPBT) team and approved by College Council. (I.B.7.Q3)

Evaluation

De Anza College meets this standard. The college regularly evaluates its policies and practices in all areas to assure effectiveness in supporting academic quality and the accomplishment of its mission. To do so, the college reviews its planning, resource allocation, program review and assessment processes on a regular basis. It has allocated a full year of reflection to provide for ample time and space to do that. As a result, the evaluation process leads to improvements that are reflected in Student Learning Outcomes.

Evidence for Standard I.B.7

I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>

I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>

I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.8.Q1 What mechanisms exist for participation in and communication about college planning and evaluation?

Description

De Anza College has structured its planning processes around an assessment and evaluation culture that uses data to inform decisions, and fosters collaboration around planning and evaluation, and shared decision-making. The program review process, Student Learning Outcomes assessment, department and division equity plans, Institutional Metric assessment and resource allocation processes are completed through a shared process. At the program level, the department chair and faculty members are responsible for collaborating on program review, assessment of Program Level Outcomes (PLOs) and department equity plans. Data is disaggregated by various measures to help identify opportunities for improvement and to learn from promising practices.

In establishing and assessing Institutional Metrics, the college takes a collaborative approach. The College Planning Committee (CPC), a shared governance group reporting to College Council, was tasked with establishing the metrics. The metrics were developed and then provided to the other shared governance groups for feedback before being approved by College Council (I.B.8-1 CPC Minutes 10.29.15: <http://link.deanza.edu/IB8-1>; I.A.3-7 CC Minutes 10.22.15: <http://link.deanza.edu/IA3-7>). To assess the metrics, the CPC reviews the metrics annually and brings this review to College Council (I.B.8-2 CPC Minutes 10.13.16: <http://link.deanza.edu/IB8-2>). Upon direction of College Council, the Academic Senate determines the appropriate groups to address the metrics to ensure De Anza meets its goals by 2020 (I.B.6-2 CC Minutes 10.27.16: <http://link.deanza.edu/IB6-2>; I.B.8-3 Academic Senate Minutes: <http://link.deanza.edu/IB8-3>). The assigned groups are then asked to report back to the Academic Senate with a plan for addressing the metrics.

The governance webpages and handbook explain how the shared governance process works on campus through both narrative and a graphic. They also explain the mechanisms for participating and communicating about planning and evaluation (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>). An annual summary and review of the planning, evaluation and resource allocation processes is included in the annual Educational Master Plan Update (I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>). Each shared governance group is asked to reflect upon their processes each year, with two targeted questions relating to De Anza's mission and goals. These results are included in the Educational Master Plan Update and posted on the planning page (I.B.8-4 Annual Reflection: <http://link.deanza.edu/IB8-4>). (I.B.8.Q1)

Evaluation

De Anza College meets this standard, as the college broadly communicates the results of all assessment and evaluation activities, creating a shared understanding of its strengths and weaknesses, while setting appropriate priorities.

Annual review and evaluation of data occurs at the department and program level, and at the institutional level through the program review, departmental equity plans and Institutional Metric review process. Student achievement data, learning outcomes and Institutional Metric data are used to identify areas for improvement and highlight promising practices.

Evidence for Standard I.B.8

- I.B.8-1 CPC Minutes 10.29.15: <http://link.deanza.edu/IB8-1>
- I.A.3-7 CC Minutes 10.22.15: <http://link.deanza.edu/IA3-7>
- I.B.8-2 CPC Minutes 10.13.16: <http://link.deanza.edu/IB8-2>
- I.B.6-2 CC Minutes 10.27.16: <http://link.deanza.edu/IB6-2>
- I.B.8-3 Academic Senate Minutes: <http://link.deanza.edu/IB8-3>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>
- I.B.8-4 Annual Reflection: <http://link.deanza.edu/IB8-4>

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

I.B.9.Q1 What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?

I.B.9.Q2 How effective do evaluation processes and results contribute to improvement in programs and services?

I.B.9.Q3 Are the assessment data collected for DE/CE different from data collected for traditional face-to-face education? What is the rationale? What types of assessment data does the college collect on learning programs and support services offered in DE/CE format?

Description

All courses, programs, certificates and degrees are subject to robust and continuous evaluation through a growing set of institutional processes and policies intended to culminate in improvement, development, revision and enhancement. These processes and policies are themselves subject to evaluation, yielding a sustainable system of evaluation for identifying and promoting best practices across the college.

The outcomes assessment process targets specific Student Learning Outcomes (SLOs) for instruction at the course level, program level and institutional level. (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>; I.B.2-2 Sample Course SLO: <http://link.deanza.edu/IB2-2>; I.B.2-3 Sample PLO: <http://link.deanza.edu/IB2-3>; I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>). Student services are also assessed via the same process (I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>). (I.B.9.Q.1)

Assessments effectively identify and promote improvements and enhancements via the ongoing program review process, with assessment results playing an explicit role (I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>). Student services are subject to an identical program review process, which has likewise yielded improvements to these programs.

Notable program improvements that stem from outcomes assessment are showcased at the annual SLO Convocation and other workshops (I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>; I.B.9-2 Making it Meaningful: <http://link.deanza.edu/IB9-2>). For example, the 2015 Convocation included a presentation on SLO work related to changes in Health and Psychological Services programs. The Health Services office reported improved success rates for a Tobacco Cessation program by using assessment results to adjust recruitment strategies, while Psychological Services discussed using assessments to track the effectiveness of a new program in which doctoral students serve as practicum interns and provide therapy services to De Anza students (I.B.9-3 2015 Convocation: <http://link.deanza.edu/IB9-3>; I.B.9-4 2015 SLO Assessments: <http://link.deanza.edu/IB9-4>). (I.B.9.Q.2)

Assessment data collected for online courses is the same as that obtained for face-to-face courses. Online education is fully integrated into instruction at the college, and undergoes the

same processes as face-to-face instruction in all areas including curriculum review, program review, planning and evaluation. The assessment data collected for online education includes a specific Institutional Metric for online learning within the Educational Master Plan: The college will achieve a rate of 75 percent for the annual course completion rate. The five-year average is 65 percent and the current rate is 71 percent, so the trend is strong positive growth. The stated aspirational goal for this metric is 77 percent and the standard goal is 64 percent. As part of the annual review, the Office of Institutional Research and Planning will monitor and share progress on attaining this goal by 2020.

Online education is also part of the college's integrated planning and resource allocation process, as the Online Education Center submits a program review annually and a comprehensive review every six years. A program review data sheet for online education is generated annually and is used to report on enrollment and success of online courses (I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>). Further, faculty teaching online courses can use the Inquiry Tool to disaggregate their course outcomes by online, face-to-face and hybrid sections and make comparisons between the delivery methods. The same can be done with the Program Review Data Tool, which allows data from all courses to be disaggregated by the same features (I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>). (I.B.9.Q3)

Evaluation

De Anza College meets this standard and Eligibility Requirement 19, as all programs and services are subject to ongoing cycles of evaluation, where this evaluation is intended to culminate in development, revision and enhancement through a growing set of institutional processes and policies. These processes and policies are themselves subject to evaluation, yielding a sustainable system of evaluation for identifying and promoting best practices across the college. Assessments effectively identify and promote improvements and enhancements through the ongoing program review process, with assessment results playing an explicit justificatory role.

Action Plan

1. Improve coordination between the planning and budget teams (PBTs).
 - Improve integration between the planning and budget teams on matters such as resource allocation and hiring, so as to have a college-driven process in which members of College Council provide leadership and guidance as opposed to merely receiving information. This is aimed at helping the campus community better understand how factors such as hiring, reductions and program viability affect the college as a whole. College Council will serve as the lead for integration and ask for a status update from the PBTs at each meeting to increase the sharing and discussion of information.

Evidence for Standard I.B.9

I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>

I.B.2-2 Sample Course SLO: <http://link.deanza.edu/IB2-2>

I.B.2-3 Sample PLO: <http://link.deanza.edu/IB2-3>

- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>
I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>
I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>
I.B.9-2 Making it Meaningful: <http://link.deanza.edu/IB9-2>
I.B.9-3 2015 Convocation: <http://link.deanza.edu/IB9-3>
I.B.9-4 2015 SLO Assessments: <http://link.deanza.edu/IB9-4>
I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>
I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>

Standard I.C Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

I.C.1.Q1 How does the institution conduct regular review of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed?

I.C.1.Q2 Does the institution provide information on student achievement to the public? Is that information accurate and current?

I.C.1.Q3 Through what means does the institution represent itself about its DE/CD programs? How are these means evaluated? Are they effective in reaching the potential students for DE/CD programs? How does the institution know that they are effective?

I.C.1.Q4 Does the institution provide information to the public on student achievement in DE/CD programs?

Description

The college conducts regular reviews of its policies and practices regarding publications to ensure their integrity. The information related to its mission, learning outcomes, educational programs, student support services and accreditation status is transparent.

Appropriate content experts, the Office of Institutional Research and Planning, and the Office of Communications regularly review, verify and update major documents, including the catalog, online schedule of classes and website, as well as print and online publications.

In spring 2015, understanding that technology capabilities are in constant change and require regular review to offer the most effective services, the college Technology Committee began preliminary work to develop the Technology Plan 2017-2020 (I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>). The college has begun redesigning its website, with

enhancements to improve accuracy, clarity and accessibility (I.C.1-2 Website Redesign: <http://link.deanza.edu/IC1-2>). The information on student achievement to the public is accurate and current. (I.C.1.Q1)

The college provides information on student achievement to the public in multiple ways. The planning and budget teams post their Annual Program Review Updates publicly. The college home page includes a direct link to the Student Success Scorecard. The Office of Institutional Research and Planning maintains a robust research website that is available to the public (I.C.1-3 Institutional Research: <http://link.deanza.edu/IC1-3>). This data is accurate and current. (I.C.1.Q2)

All online education courses are listed in the schedule of classes. Information and resources for students and faculty are available on the online education section of the college website (I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>). In May 2016, the Commission approved De Anza College's proposal to offer 15 degrees and 22 certificates in which 51 percent or more of the required course units can be earned online (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (I.C.1 Q3)

The Online Education Center publishes its annual program review form as part of the Instructional Planning and Budget Team (IPBT) process. The form, which includes student achievement, is available to the public (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). (I.C.I Q4)

Evaluation

The college meets this standard and Eligibility Requirement 20 by regularly reviewing policies and practices regarding publications. The college provides accurate and current information on student achievement to the public, including achievement data for students enrolled in online education courses.

Evidence for Standard I.C.1

- I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
- I.C.1-2 Website Redesign: <http://link.deanza.edu/IC1-2>
- I.C.1-3 Institutional Research: <http://link.deanza.edu/IC1-3>
- I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

- I.C.2.Q1 Is the catalog provided in both printed and electronic format?
- I.C.2.Q2 How does the institution assure that the catalog presents accurate, current, and detailed information to the public about its programs, locations, and policies? (Federal Regulation)

I.C.2.Q3 How does the institution address issues of academic freedom, student financial aid, and available learning resources as they apply to DE/CE? Are the means applied differently from traditional education? What is the rationale?

I.C.2.Q4 How does the catalog describe the instructional delivery applied in the DE/CE courses, programs, and degree offerings? How does the catalog present the interaction between faculty and students and the accessibility of faculty and staff to students?

Description

De Anza College publishes an official annual catalog, reviewed and updated annually, in an online version, including a flipbook, and a print version that can be purchased at the campus bookstore (I.C.2.Q1). Knowledgeable personnel review the entire catalog prior to publication each year during the summer recess (I.C.2.Q2).

All college and district policies and procedures, including academic freedom, student financial aid and learning resources, are applicable and available to students enrolled in online education courses (I.C.2.Q3).

When referring to the catalog, a student is informed on page 15 of the numerous online courses that meet general education and transfer requirements (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). Students are informed that instructor and student interaction is facilitated online and, for some courses, through optional face-to-face meetings. Instructors are also available to answer questions online, by telephone or in person on campus. Further, students are encouraged to use the Smarthinking online tutoring service through the “Student” tab on MyPortal, the online platform for individualized course information and other services (I.C.2.Q4).

Additional important information is also included in the catalog (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). This includes:

General Information

1. College name, address, telephone numbers and website address, page 2
2. Mission, page 4
3. Representation of accredited status with the ACCJC and programmatic accreditors, page 5
4. Course, program and degree offerings, page 36
5. Student Learning Outcomes for programs and degrees, page 52
6. Academic Calendar, page 2
7. Academic Freedom Statement, page 19
8. Financial Aid, pages 12 and 18
9. Learning Resources, page 8
10. Names and degrees of administrators and faculty, page 211

Requirements

1. Admissions, page 20
2. Student fees and other financial obligations, page 18
3. Degrees, certificates, graduation and transfer, page 36

Major Policies Affecting Students

1. Academic Integrity, page 19
2. Anti-discrimination Policy, page 22
3. Acceptance of Transfer of Credit, page 34
4. Student Grievance Procedures, page 33
5. Sexual Harassment, page 32
6. Refund of Fees (ACCJC Policy on Refund of Student Charges), page 18
7. Admission, page 20

Evaluation

De Anza College meets this standard and Eligibility Requirement 20, as well as the Policy on Transfer of Credit and the Policy on Institutional Advertising, Student Recruitment and Representation of Accredited Status. The college provides to the public an annual catalog in print and electronic versions. Both versions are updated annually to insure accuracy and currency. Both provide important information for online education students, while addressing issues such as academic freedom, financial aid and learning resources.

Evidence for Standard I.C.2

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

I.C.3.Q1 What assessment data does the college collect?

I.C.3.Q2 By what means does the college make public its data and analyses internally and externally?

Description

Learning outcomes are established for all courses, programs, certificates and degrees, including non-credit programs. These are published on the Student Learning Outcomes (SLOs) webpage (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). Assessment methods are also in place for these learning outcomes, and are recorded in the TracDat online system (I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>).

De Anza College publishes SLOs for every course in the college catalog, which may be accessed online in flipbook format or a searchable and printable PDF version, or in a printed edition that can be purchased at the campus bookstore (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). (I.C.3.Q1)

Student outcomes and results are integrated into the Annual Program Review Update form. Assessment results and improvements may be viewed online and are integrated into department plans and resource allocations (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). (I.C.3.Q2)

SLO assessment data, reflections and enhancements are also publicly available via the TracDat system (I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>). (I.C.3.Q2)

Evaluation

De Anza College meets this standard and Eligibility Requirement 19 by regularly evaluating and publishing how well and in what ways it accomplishes its stated Student Learning Outcomes. De Anza also meets this standard by providing evidence of planning for improvements and by documenting the assessment of student learning through many methods, including program review.

Evidence for Standard I.C.3

I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>

I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

I.C.4.Q1 How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs?

I.C.4.Q2 How does the institution verify that students receive a course syllabus that includes student learning outcomes?

I.C.4.Q3 How does the college verify that individual sections of courses adhere to the course learning outcomes?

I.C.4.Q4 How do students enrolled in DE/CE programs receive information about the institution's degrees and certificates and in what format is the information available for reference? How does the institution verify that DE/CE students receive a course syllabus that includes student learning outcomes and that individual sections of courses adhere to the course objectives/learning outcomes? (Federal Regulation)

Description

The college describes the purpose, content, course requirements and expected learning outcomes on the course outlines that are regularly reviewed and updated on the curriculum website and on page 50 of the catalog (I.C.4-1 Course Outlines: <http://link.deanza.edu/IC4-1>; I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). The catalog also describes certificate and degree offerings. (I.C.4 Q1)

Several mechanisms are in place to verify that students receive a course syllabus that includes Student Learning Outcomes (SLOs). Each division collects and archives course syllabi, which are then available for institutional review (I.C.4-2 Syllabus Archive: <http://link.deanza.edu/IC4-2>). In a recent student survey, 94 percent of respondents stated they strongly agree or agree that instructors clearly list and define SLOs on their course syllabi (I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>). (I.C.4.Q2)

The SLO Committee collects data on a representative number of sections to verify that they adhere to course learning outcomes. Data is stored and available to public view on the TracDat System (I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>). All syllabi are required to comply with the course outline, and all course outlines feature SLOs prominently (I.C.4-1 Course Outlines: <http://link.deanza.edu/IC4-1>). (I.C.4.Q3)

Students in online education courses can obtain information on certificate and degree requirements, as well as course learning outcomes, in the same way as face-to-face students, on page 50 of the catalog (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). Instructors of both face-to-face and online courses are required to list SLOs on each course syllabi. For the online platform, instructors upload a copy of their syllabus to their course site or paste it into the course shell directly, so it is available to students. (I.C.4.Q4)

Evaluation

De Anza College meets this standard and the Policy on Distance Education. The electronic curriculum system enables the college to describe the purpose, content, course requirements and learning outcomes for courses within a certificate or degree program. The courses that make up the certificates and degrees as well as the learning outcomes are then included in the catalog for face-to-face and online students to view. Each course undergoes a review during its curriculum review cycle as part of the institutional planning process.

Evidence for Standard I.C.4

I.C.4-1 Course Outlines: <http://link.deanza.edu/IC4-1>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

I.C.4-2 Syllabus Archive: <http://link.deanza.edu/IC4-2>

I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>

I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

I.C.5.Q1 What process does the institution use to evaluate its policies, procedures, and publications to ensure their integrity? Are the results communicated within the campus community? (Federal Regulation)

Description

De Anza College regularly reviews its institutional policies, procedures and publications to assure integrity in all representations of its mission, programs and services – both in print and online. Knowledgeable personnel annually review institutional policies and procedures before publication of the college catalog, which is updated in its entirety and published annually during the summer recess. A print version is available for purchase in the campus bookstore and both flipbook and searchable PDF versions are available online for viewing, downloading and printing. (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). (I.C.5.Q1)

Evaluation

De Anza College meets this standard in that the college ensures that it represents itself accurately through all publications and that all policies, procedures, and publications are reviewed on a regular basis.

Evidence for Standard I.C.5

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. (ACCJC Policy on Refund of Student Charges)

I.C.6.Q1 How does the institution publish information on the total cost of education? (Federal Regulation)

Description

The total cost of education expenses is noted on the financial aid webpage. The page includes a net price calculator that students and families can use to estimate the cost of attending De Anza College (I.C.6-1 Net Price Calculator: <http://link.deanza.edu/IC6-1>). The estimated annual cost of attending is also included in the annual catalog, in the Financial Planning and College Costs section (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). All student fees, including tuition for California residents and nonresidents, as well as health, bus pass, parking and student representation fees are posted online at the Cashier's Office webpage for state resident and nonresidents (I.C.6-2 Cashier's Office: <http://link.deanza.edu/IC6-2>). The refund policy is also posted in the Cashier's Office section of the website (I.C.6-3 Refund Policies: <http://link.deanza.edu/IC6-3>). The college does not charge materials fees for any courses. (I.C.6.Q1).

Evaluation

De Anza College meets this standard and the Policy on Institutional Degrees and Credits. The college accurately informs all students and the public of the total cost of attendance, and by providing the information in multiple locations online and in print. The college also has a clear and posted policy on the refund of student charges.

Evidence for Standard I.C.6

I.C.6-1 Net Price Calculator: <http://link.deanza.edu/IC6-1>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

I.C.6-2 Cashier's Office: <http://link.deanza.edu/IC6-2>

I.C.6-3 Refund Policies: <http://link.deanza.edu/IC6-3>

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13) (ACCJC Policy on Institutional Integrity and Ethics).

I.C.7.Q1 How is the policy on academic freedom implemented and monitored in DE/CE courses and programs?

Description

Governing board policies and administrative procedures regarding academic freedom and responsibility are developed with the participation of the Academic Senate and other shared governance groups. Board policies and related administrative procedures are published on the Foothill-De Anza Community College District website. These policies clearly show the college's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all. Examples include:

- Board Policy 4190, Academic Freedom
- Board Policy 5500, Student Rights and Responsibilities
- Board Policy 6000, Philosophy of Education
- Board Policy 4230, Grading
- Administrative Procedure 5052, Academic Standards
- Administrative Procedure 5500, Student Rights and Responsibilities
- Administrative Procedure 5510, Student Code of Conduct
- Administrative Procedure 5520, Student Due Process and Discipline
- Administrative Procedure 5530, Student Grievances

(I.C.7-1 Board Policy 4190: <http://link.deanza.edu/IC7-1>; I.C.7-2 Board Policy 5500: <http://link.deanza.edu/IC7-2>; I.C.7-3 Board Policy 6000: <http://link.deanza.edu/IC7-3>; I.C.7-4 Board Policy 4230: <http://link.deanza.edu/IC7-4>; I.C.7-5 Administrative Procedure 5052: <http://link.deanza.edu/IC7-5>; I.C.7-6 Administrative Procedure 5500: <http://link.deanza.edu/IC7-6>; I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>; I.C.7-8; Administrative Procedure 5520: <http://link.deanza.edu/IC7-8>; I.C.7-9 Administrative Procedure 5530: <http://link.deanza.edu/IC7-9>)

Policies are provided to students in the catalog and Student Handbook and on the policies webpage (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>; I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>; I.C.7-11 College Policies: <http://link.deanza.edu/IC7-11>). Policies are provided to all employees on the policies webpage. Additional faculty and student policies are posted on the Academic Senate section of the college website (I.C.7-12 Academic Senate Policies: <http://link.deanza.edu/IC7-12>).

All policies on academic freedom are implemented and monitored in the same way for both face-to-face and online courses. (I.C.7.Q1).

Evaluation

De Anza College meets this standard, Eligibility Requirement 13 and the Policy on Institutional Integrity and Ethics. The college promotes institutional and academic integrity for faculty, students and all employees. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major as judged by discipline experts. The college upholds a professional and collegial atmosphere that promotes honesty and independence for faculty and students.

Evidence for Standard I.C.7

- I.C.7-1 Board Policy 4190: <http://link.deanza.edu/IC7-1>
- I.C.7-2 Board Policy 5500: <http://link.deanza.edu/IC7-2>
- I.C.7-3 Board Policy 6000: <http://link.deanza.edu/IC7-3>
- I.C.7-4 Board Policy 4230: <http://link.deanza.edu/IC7-4>
- I.C.7-5 Administrative Procedure 5052: <http://link.deanza.edu/IC7-5>
- I.C.7-6 Administrative Procedure 5500: <http://link.deanza.edu/IC7-6>
- I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>
- I.C.7-8; Administrative Procedure 5520: <http://link.deanza.edu/IC7-8>
- I.C.7-9 Administrative Procedure 5530: <http://link.deanza.edu/IC7-9>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>
- I.C.7-11 College Policies: <http://link.deanza.edu/IC7-11>
- I.C.7-12 Academic Senate Policies: <http://link.deanza.edu/IC7-12>

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

I.C.8.Q1 What mechanism does the institution have for informing and enforcing its policies on academic honesty for students and faculty?

I.C.8.Q2 Do board-approved policies on student academic honesty exist and are they made public?

I.C.8.Q3 Does the institution have any prevention strategies in place to promote student verification? Are faculty members encouraged to promote student verification in the design of DE/CE courses? Is academic integrity including student verification covered in staff training and development?

Description

De Anza College informs and enforces its policies on academic honesty for students through the Office of Student Development. The office uses an established process to determine if a student's actions call for academic consequences. This may include receiving a failing grade on the test, paper or exam, having a course grade lowered, or receiving a grade of F in the course. A student may also be placed on probation or suspension, or expelled.

With regard to faculty, the Academic Senate in 2002 produced and approved a working paper that establishes a level of expectation for academic integrity at De Anza College. If any member of the De Anza community feels that another member has violated the tenets of this paper, the former is encouraged to speak directly with the latter. If not satisfied with the outcome of that conversation, the person with concerns can take them to the Professional Relations committee for resolution (I.C.8-1 Academic Integrity Working Paper: <http://link.deanza.edu/IC8-1>) (I.C.8.Q1).

Governing board policies and administrative procedures regarding honesty, responsibility and academic integrity are developed with the participation of the Academic Senate and other shared governance groups. Board policies and related administrative procedures are published on the Foothill-De Anza Community College District website. These policies apply to all constituencies and include specifics relative to each.

Faculty examples include:

- Board Policy 4190, Academic Freedom
- Board Policy 6000, Philosophy of Education
- Board Policy 4230, Grading
- Administrative Procedure 5052, Academic Standards

Student Examples include:

- Board Policy 5500, Student Rights and Responsibilities
- Board Policy 4640, Anti-discrimination
- Board Policy 3217, Smoke-Free Campus
- Administrative Procedure 5500, Student Rights and Responsibilities
- Administrative Procedure 5510, Student Code of Conduct
- Administrative Procedure 5520, Student Due Process and Discipline
- Administrative Procedure 5530, Student Grievances

Employee examples include:

- Board Policy 4110, Mutual Respect
- Board Policy 4500, Drug and Alcohol Use
- Board Policy 3217, Smoke-Free Campus
- Administrative Procedure 4630, Sexual Assault Policy Including Rape

(I.C.7-1 Board Policy 4190: <http://link.deanza.edu/IC7-1>; I.C.7-3 Board Policy 6000: <http://link.deanza.edu/IC7-3>; I.C.7-4 Board Policy 4230: <http://link.deanza.edu/IC7-4>; I.C.7-5 Administrative Procedure 5052: <http://link.deanza.edu/IC7-5>; I.C.7-2 Board Policy 5500: <http://link.deanza.edu/IC7-2>; I.C.8-2 Board Policy 4640: <http://link.deanza.edu/IC8-2>; I.C.8-3 Board Policy 3217: <http://link.deanza.edu/IC8-3>; I.C.7-6 Administrative Procedure 5500: <http://link.deanza.edu/IC7-6>; I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>; I.C.7-8 Administrative Procedure 5520: <http://link.deanza.edu/IC7-8>; I.C.7-9 Administrative Procedure 5530: <http://link.deanza.edu/IC7-9>; I.C.8-4 Board Policy 4110: <http://link.deanza.edu/IC8-4>; I.C.8-5 Board Policy 4500: <http://link.deanza.edu/IC8-5>; I.C.8-3 Board Policy 3217: <http://link.deanza.edu/IC8-3>; I.C.8-6 Administrative Procedure 4630: <http://link.deanza.edu/IC8-6>)

Policies are provided to students in the catalog and Student Handbook, and on the policies webpage (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>; I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>; I.C.7-11 College Policies: <http://link.deanza.edu/IC7-11>). Policies are provided to all employees on the policies page. Additional faculty and student policies are also posted on the Academic Senate section of the college website (I.C.7-12 Academic Senate Policies: <http://link.deanza.edu/IC7-12>).

Board policy regarding student academic honesty is included in the district procedures for the student code of conduct (I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>) and posted on the Academic Integrity webpage (I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>) (I.C.8.Q2).

The college has processes in place for verifying student identity of online students, as with face-to-face students, when they apply and register for a course. De Anza uses the state-sponsored CCCApply system, which requires students to provide their names, birthdates and email addresses. A Social Security number is not required, to ensure equity for undocumented students. Once the application has been submitted, students receive an email with a unique student identification number linked to their name, birthdate and Social Security number.

If the person applying has applied in the past, she or he will be given the unique identifier previously provided. For face-to-face and online students, students must log in to a secure portal to register for courses and view grades. Within the portal, students can receive notifications from the college. Students must also log into the secure portal, which requires a unique identification number and password, to access the online course management system and submit assignments, take quizzes and tests, or engage in online discussions.

When online students receive financial aid, the Financial Aid Office reviews names, dates of birth and Social Security numbers from the FAFSA form to verify student identity with online course registration information. Financial aid processors may request additional information if there are anomalies. As an additional verification, FAFSA data is matched against state-supported CCCApply data (I.C.8.Q3).

Evaluation

De Anza College meets this standard, the Policy on Distance Education and the Policy on Student and Public Complaints Against Institutions. College policies regarding academic freedom and responsibility, student academic honesty, and employee integrity are established and thoroughly reviewed. The college publishes these policies and procedures in multiple locations including the catalog, Student Handbook, the policies page on the college website and the district website.

Evidence for Standard I.C.8

- I.C.8-1 Academic Integrity Working Paper: <http://link.deanza.edu/IC8-1>
- I.C.7-1 Board Policy 4190: <http://link.deanza.edu/IC7-1>
- I.C.7-3 Board Policy 6000: <http://link.deanza.edu/IC7-3>
- I.C.7-4 Board Policy 4230: <http://link.deanza.edu/IC7-4>
- I.C.7-5 Administrative Procedure 5052: <http://link.deanza.edu/IC7-5>
- I.C.7-2 Board Policy 5500: <http://link.deanza.edu/IC7-2>
- I.C.8-2 Board Policy 4640: <http://link.deanza.edu/IC8-2>
- I.C.8-3 Board Policy 3217: <http://link.deanza.edu/IC8-3>
- I.C.7-6 Administrative Procedure 5500: <http://link.deanza.edu/IC7-6>
- I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>
- I.C.7-8 Administrative Procedure 5520: <http://link.deanza.edu/IC7-8>
- I.C.7-9 Administrative Procedure 5530: <http://link.deanza.edu/IC7-9>
- I.C.8-4 Board Policy 4110: <http://link.deanza.edu/IC8-4>
- I.C.8-5 Board Policy 4500: <http://link.deanza.edu/IC8-5>
- I.C.8-3 Board Policy 3217: <http://link.deanza.edu/IC8-3>
- I.C.8-6 Administrative Procedure 4630: <http://link.deanza.edu/IC8-6>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>
- I.C.7-11 College Policies: <http://link.deanza.edu/IC7-11>
- I.C.7-12 Academic Senate Policies: <http://link.deanza.edu/IC7-12>
- I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

I.C.9.Q1 How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? What mechanisms does the college have for determining how effectively it is meeting this expectation?

Description

The Academic Senate ascribes to the ethical position defined by the American Association of University Professors on Professional Ethics (slightly modified). This statement on professional ethics was adopted by the Senate in 1991 and is available on the Academic Senate website (I.C.9-1 Professional Ethics: <http://link.deanza.edu/IC9-1>). Further, the Curriculum Committee verifies that course outlines represent officially accepted views while respecting faculty rights to express diverse viewpoints. The faculty peer evaluation process is a means to determine that faculty are meeting this expectation. (I.C.9.Q1)

Evaluation

The college meets this standard and encourages all faculty to adhere to a code of ethics that is defined and approved by the Academic Senate.

Evidence for Standard I.C.9

I.C.9-1 Professional Ethics: <http://link.deanza.edu/IC9-1>

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

I.C.10.Q1 How are requirements of conformity to codes of conduct communicated?

I.C.10.Q2 If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies and carried out?

Description

Students are expected to comply with the code of conduct that is included in the administrative procedures adopted by the Foothill-De Anza Community College District (I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>). These are also posted on the Academic Integrity webpage (I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>).

All employees are expected to adhere to a practice of respect for each other and for district policies (I.C.8-4 Board Policy 4110: <http://link.deanza.edu/IC8-4>). (I.C.10.Q1)

As a public college, De Anza does not have policies that seek to instill specific beliefs or worldviews. (I.C.10.Q2)

Evaluation

De Anza meets this standard. The college has given clear notice of its expectations regarding a student code of conduct. As a public institution, it does not seek to instill specific beliefs or worldviews.

Evidence for Standard I.C.10

I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>

I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>

I.C.8-4 Board Policy 4110: <http://link.deanza.edu/IC8-4>

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

I.C.11.Q1 How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of the Commission's "Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?"

I.C.11.Q2 Does the institution promote its distance education in foreign locations? How does the promotion of these activities overseas align with the institution's mission and the objectives for its DE?

I.C.11.Q3 Does the institution enroll students who do not reside in the U.S. into programs? How does it ensure that the foreign students appropriately comply with the admission requirements for the programs? Are all students admitted to the programs recognized as U.S. students?

Description

De Anza College does not offer international programs and, as such, does not have authorization from the Commission to operate in a foreign location. (I.C.11.Q1)

The Online Education Center works diligently each quarter to ensure compliance and monitor the currently modest number of out-of-state students who are taking only online courses. The college does not actively promote its online courses internationally. (I.C.11.Q2)

The Office of International Student Programs (ISP) provides assistance to foreign students. An admissions program coordinator at De Anza reviews applications to ensure that international students comply with the college's admission requirements. ISP applications are governed by strict Department of Homeland Security rules and regulations, and required documents must be received before a student is admitted (I.C.11-1 International Student Programs: <http://link.deanza.edu/IC11-1>). (I.C.11.Q3)

Evaluation

De Anza College meets this standard. It does not offer international programs. Staff ensure that international students are authorized to enroll in classes and programs.

Evidence for Standard I.C.11

I.C.11-1 International Student Programs: <http://link.deanza.edu/IC11-1>

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

I.C.12.Q1 Does the institution communicate matters of educational quality and institutional effectiveness to the public? Is the communication accurate?

Description

De Anza College complies with eligibility requirements, accreditation standards and Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits and prior approval of substantive changes. The college exhibits honesty and integrity in its relationship with the Accrediting Commission, responding to Commission directives or requirements in a timely fashion. In addition, De Anza accurately communicates matters of educational quality and institutional effectiveness to the public.

The college posts all previous Self-Study, Mid-Term and Follow-Up reports, along with Commission letters to the college, the 2016 Substantive Change Proposal regarding online programs and other relevant documents on the accreditation section of the De Anza website (I.B.1-8 Accreditation: <http://link.deanza.edu/IB1-8>).

Further, the college maintains a robust and user-friendly website, with direct home page links allowing one-click access to the accreditation website and the California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard (I.C.12-1 De Anza Home Page: <http://link.deanza.edu/IC12-1>). The college also publishes an annual catalog and archives catalogs online for reference. The catalog contains a robust description of all information necessary to communicate matters of educational quality and institutional effectiveness to the public (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). In addition, the Office of Institutional Research and Planning also maintains webpages where all research reports are archived over the past six years for public access (I.C.1-3 Institutional Research: <http://link.deanza.edu/IC1-3>). (I.C.12.Q1)

Evaluation

De Anza College meets this standard, Eligibility Requirement 21 and the Policy on Rights and Responsibilities of the Commission and Member Institutions. The college ensures a collegial relationship with the Commission as evidenced by clear and timely communication. The college complies with all Commission policies, eligibility requirements, standards, guidelines and requirements for public disclosure. De Anza College communicates its accreditation status to the public via the catalog and accreditation websites. The college also submits annual and mid-term reports in a timely manner, including the 2016 Substantive Change Proposal regarding online programs.

Evidence for Standard I.C.12

I.B.1-8 Accreditation: <http://link.deanza.edu/IB1-8>

I.C.12-1 De Anza Home Page: <http://link.deanza.edu/IC12-1>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

I.C.1-3 Institutional Research: <http://link.deanza.edu/IC1-3>

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

I.C.13.Q1 What does documentation of the institution's past history with external agencies demonstrate about integrity in its relationship with those agencies? Has it responded expeditiously and honestly to recommendations or cited issues, are there citations indicating difficulty, etc.?

I.C.13.Q2 What is the institution's evidence of compliance with the U.S. Department of Education's (USDE) regulations?

Description

De Anza demonstrates honesty and integrity in the relationships with the state, federal and industry accreditation agencies. This reflects De Anza's values. The college strives to comply with all regulations and statutes from the various agencies. This is documented by the college website, which informs students and the general public about the progress of college accreditation and the accreditation status of the programs listed below (I.B.1-8 Accreditation: <http://link.deanza.edu/IB1-8>). (I.C.13.Q1)

De Anza is associated with the following industry accreditation agencies:

- National Accrediting Agency for Clinical Sciences (NAACLS)
- National Association for the Education of Young Children (NAEYC)
- National Automotive Technicians Education Foundation (NATEF)
- National Institute for Metalworking Skills (NIMS)

De Anza has relationships with the U.S. Department of Education and the California Student Aid Commission. The college makes every effort to achieve the highest level of compliance with state and federal regulations. De Anza responds to audits by these agencies in a timely and effective manner, and acts swiftly to respond to any findings. (I.C.13.Q2)

Evaluation

De Anza College meets this standard and Eligibility Requirement 21. The college uses the website to describe itself to external agencies. The college communicates its compliance with regulations to these agencies regularly.

Evidence for Standard I.C.13

I.B.1-8 Accreditation: <http://link.deanza.edu/IB1-8>

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

I.C.14.Q1 Do the institution's policies and practices demonstrate that delivering high quality education is paramount to other objectives?

I.C.14 Q2 How are the institution's priorities documented?

Description

De Anza's policies and practices are focused on student learning, which is central to the college's stated, well-publicized mission. High quality education, student achievement and student learning are at the core of everything the college does. Numerous programs, practices, and policies, as discussed throughout this report, illuminate De Anza's commitment to student learning and achievement. These include:

- Providing high-quality instructional programs (Standard II.A).
- Creating a course schedule that meets students learning needs (Standard II.A).
- Assessing, evaluating and documenting Student Learning Outcomes (Standards I.B and II.A).
- Making sure all students have access to high-quality library and learning resources (Standard II.B).
- Providing all students with access to high-quality counseling, tutoring, advising and other student support services that contribute to student success (Standard II.C).
- Offering professional development opportunities for all new employees as well as current employees responsible for student learning (Standard II.A).
- Planning, building and maintaining educational facilities that are designed to function as classrooms themselves and to encourage collaboration and engagement, which supports the college's mission (Standard III.B).
- Providing and using technological resources that support academic programs, teaching, learning and student support services; this includes training for the best use of these resources (Standard II.C).
- Implementing a comprehensive planning process for financial accountability, transparency and stewardship of resources, all directed at enhancing the college's programs and services to help fulfill De Anza's mission (Standard III.D).
- Embracing a robust shared governance structure that promotes participation by all members of the campus in the decision-making processes, to improve all services the college provides (Standard IV.A).

Based on the information provided above, it is clear the college demonstrates that delivering high quality education is paramount, and central to everything it does. (I.C.14.Q1)

The college documents these priorities in many ways. This includes, but is not limited to, the following online resources:

- Catalog (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>)
- Educational Master Plan (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>)
- Governance Webpage (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>)
- Facilities Master Plan (I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>)
- Mission and Values (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>)
- Technology Plan (I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>)
- Planning and Budget Team Webpages (I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>; I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>; I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>)
- Student Learning Outcomes Webpage (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>) (I.C.14.Q2)

Evaluation

De Anza College meets this standard. The college is dedicated to its mission of providing an academically rich, multicultural learning environment that challenges students of every background. The college is publicly funded, open-access and does not generate financial returns for investors or contribute to any related or parent organization.

Evidence for Standard I.C.14

- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>
- I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>



STANDARD II

Student Learning Programs and Support Services



Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

II.A.1.Q1 How does the institution ensure that all course and program offerings align with the stated mission of the institution?

II.A.1.Q2 How does the institution choose the fields of study in which it offers programs? What evidence is there that students progress through and complete degrees and certificates, gain employment, or transfer to four year institutions? How does the institution evaluate student progress and outcomes? By what means are programs assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes? (Federal Regulation)

II.A.1.Q3 How does the institution choose the fields of study in which it offers DE/CE programs? What stakeholders are consulted about the choices of study in which the institution offers DE/CE and how are they consulted? (Federal Regulation)

Description

All course and program offerings at De Anza are developed, implemented and evaluated in accordance with De Anza's mission statement and its commitment to high academic standards (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>). The Academic Senate guides the Curriculum Committee to ensure that every course stimulates the intellect, enriches the learning experience and provides meaningful skills. De Anza promotes success for students from every background, through the attainment of measurable learning outcomes.

To ensure that courses and programs are aligned with the college's mission, each is mapped against one or more of the Institutional Core Competencies that are listed in the mission statement:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking

When the Student Learning Outcome of a course is assessed, the core competency itself is also assessed. In addition, the college assesses one core competency every year during the annual Convocation. Each year, the faculty, staff, administrators and students select one core competency from the mission statement and intensively examine the college's performance against that competency.

For example, the Convocation of 2012 focused on the competency of "Critical Thinking." Dialogue during that session led to formation of a committee that produced a rubric for assessing critical thinking development by students in any given course. The rubric proved applicable to evaluating these skills in all disciplines taught at De Anza College (II.A.1-1 Critical Thinking: <http://link.deanza.edu/IIA1-1>).

More recently, with the opening of the newly remodeled library in January 2016, it was natural for the Convocation of 2016 to focus on information literacy (II.A.1-2 2016 Convocation: <http://link.deanza.edu/IIA1-2>). (II.A.1.Q1)

While De Anza chooses programs and fields of study that align with its mission, new courses are often initiated by faculty on the basis of economic and labor market reports, institutional research (II.A.1-3 CTE Placement: <http://link.deanza.edu/IIA1-3>) and curricula needed for transfer to four-year institutions. Faculty in each department will discuss and vote on new programs, before presenting a proposal to the Curriculum Committee. The committee has established processes to ensure that course outlines are rigorous, practical, and follow established pedagogy (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>).

Each course outline is reviewed every five years. Reviews incorporate the results of Student Learning Outcome and Program Level Outcome assessments. Assessments are readily available online through the TracDat system (I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>). De Anza also holds a Partners in Learning conference each winter quarter (I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>), providing instructors, staff and students the opportunity to collaborate on developing best practices for presentations in particular courses. The same reviews and standards apply to online courses as well as face-to-face instruction.

De Anza evaluates student progress and outcomes through the Student Success Scorecard (II.A.1-4 Scorecard Rates: <http://link.deanza.edu/IIA1-4>), which is used to track transfer and degree and certificate attainment. De Anza also uses the Community College Survey of Student Engagement (CCSSE), which is administered annually in the spring, to track educational practices and student behaviors that are associated with higher levels of learning, persistence and completion.

In addition, the college conducts a Comprehensive Program Review every six years and Annual Program Review Updates to evaluate the success of each program and list of resources needed. Data from Student Learning Outcome assessments, student success

information, and other collected data is used to support success and establish and validate needs (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>) (II.A.1.Q2)

De Anza employs rigorous criteria to approve new courses for online or hybrid (combining face-to-face and online instruction) delivery. The growth of online education opportunities is viewed as a positive development and a flexible opportunity for students. Before approval, however, faculty must consider how the course objectives and Student Learning Outcomes can be satisfactorily met through the proposed delivery method, as well as whether students can be offered the same level of support that they are provided through face-to-face teaching. Faculty also consider whether the planned course supports regular and substantive interaction between instructor and students. (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>) (II.A.1.Q3)

Evaluation

De Anza College meets this standard, Eligibility Requirements 9 and 11, and the Policy on Distance Education. De Anza has implemented extensive processes to ensure that all instructional programs are aligned with the college's mission. The college measures the effectiveness and appropriateness of those programs by tracking student progress, achievement and learning outcomes.

Evidence for Standard II.A.1

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- II.A.1-1 Critical Thinking: <http://link.deanza.edu/IIA1-1>
- II.A.1-2 2016 Convocation: <http://link.deanza.edu/IIA1-2>
- II.A.1-3 CTE Placement: <http://link.deanza.edu/IIA1-3>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>
- I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
- II.A.1-4 Scorecard Rates: <http://link.deanza.edu/IIA1-4>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

- II.A.2.Q1 How does the college determine what delivery modes are appropriate for its students?
- II.A.2.Q2 Have faculty discussed the relationship between teaching methodologies and student performance?

- II.A.2.Q3 Do criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, planning for the future?
- II.A.2.Q4 What types of data are available for program review?
- II.A.2.Q5 How is the relevancy of a program determined?
- II.A.2.Q6 How are results of program review used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program review?
- II.A.2.Q7 How are competency levels and measurable student learning outcomes determined for DE/CE? Are they different from those selected for traditional programs? What is the rationale?
- II.A.2.Q8 What is the role of faculty in this process? Has the institution established advisory committees with expertise in DE/CE, and if so what is their role?
- II.A.2.Q9 What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance?
- II.A.2.Q10 Are there policies that dictate satisfactory progress in DE/CE courses/programs?
- II.A.2.Q11 What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?
- II.A.2.Q12 How is the relevancy of a program offered in DE/CE mode determined?
- II.A.2.Q13 How are results of evaluation of programs in DE/CE mode used in institutional planning?

Description

At De Anza, the faculty creates, reviews and improves courses and programs as part of the five-year curriculum review cycle. Delivery modes – such as face-to-face, online or a hybrid of the two – are discussed in department and division meetings as part of the Student Learning Outcomes (SLO) process.

Revision of delivery modes may be one outcome of the yearlong “reflection” phase of the SLO process. The Curriculum Committee reviews the faculty proposals and justifications for changes in delivery mode. In addition, CTE programs review their curriculum with their advisory boards every two years. The relevancy of different delivery modes is discussed as improved technology makes online and hybrid delivery more efficient. (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>; II.A.2-1 Online Learning Form: <http://link.deanza.edu/IIA2-1>) (II.A.2.Q1)

The relationships between teaching methodologies and student performance have become a regular part of faculty discussions through the SLO process (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). The college has also created broader channels for all faculty members to join in annual discussion, through events organized by various programs on campus (I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>; II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>; I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>; II.A.2-3 DARE: <http://link.deanza.edu/IIA2-3>). (II.A.2.Q2)

The Instructional Planning and Budget Team (IPBT) developed and is continuously improving a program review process that is mandatory for all instructional programs at De Anza. This review process incorporates Student Learning Outcomes, Program Level

Outcomes, equity assessment, Institutional Metrics and enrollment assessment as criteria for resource allocation. The Student Services Planning and Budget Team (SSPBT) and Finance and College Operations Planning and Budget Team (FCOPBT) have been developing similar instruments and processes for reviewing programs. The common factor is the utilization of assessment in all forms to guide resource allocation. (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>; II.A.2-4 IPBT Reduction Plans: <http://link.deanza.edu/IIA2-4>; I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). (II.A.2.Q3)

The IPBT utilizes many types of data for program review on an annual basis, as well as for a comprehensive review every four years. The Office of Institutional Research and Planning produces annual reports on success rate trends for individual programs over the previous three years – and has recently expanded those reports to cover four years (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). These data sheets also include enrollment trends, distribution and success rates by ethnicity, gender and age, and comparisons between targeted and nontargeted groups. The program review data tool was expanded in fall 2016 and now includes an interactive option that lets users explore success rates disaggregated by a wide variety of student and enrollment characteristics (I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>). The IPBT also asks deans to provide summaries of findings within their area, which the team reviews (II.A.2-5 Dean’s Summary: <http://link.deanza.edu/IIA2-5>). In addition, the committee examines information about Career and Technical Education (CTE) industry trends, community demands and advisory board recommendations as provided by the workforce program coordinator and via the program review form. Since the committee is a shared governance group, students, staff and faculty are requested to provide feedback to their representative, which is shared at the weekly meeting. (II.A.2.Q4)

The relevancy of a program is determined through the annual program review process and the comprehensive review that occurs every six years. In cases where a program’s relevancy is in question, the college follows a program viability process that provides a better understanding of the program and its overall viability within the broad interests of the campus. (II.A.2.Q5)

The results of program review are used in institutional planning in many ways. For example, faculty hiring stems from the work done within the IPBT. The IPBT has established criteria, ranks faculty requests against the criteria and votes (II.A.2-6 Faculty Hiring Criteria: <http://link.deanza.edu/IIA2-6>). In addition, the results of the Comprehensive Program Review inform the revision of the Educational Master Plan (EMP) every five years. Under the integrated planning and resource allocation model, the Comprehensive Program Review starts one year prior to the EMP review, so the CPR data can inform the process (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>). The year of reflection during the multi-year planning cycle also contributes to the EMP revision. Since planning teams are not conducting program review during that reflection year, they are able to devote resources and committee members to serve on the EMP task force.

Program review has prompted other changes and improvements, as well. An example is the decision to eliminate certain advanced courses in World Languages, most recently Italian in 2013, because of low enrollment and difficulty meeting requirements for Intersegmental General Education Transfer Curriculum (IGETC). The decision, which allowed resources to be allocated elsewhere, was based on program review and was made in accordance with the viability and discontinuance procedures developed by the Instructional Planning and Budget Team (II.A.2-7 Program Review - Italian: <http://link.deanza.edu/IIA2-7>; II.A.2-8 Viability Procedures: <http://link.deanza.edu/IIA2-8>). (II.A.2.Q6)

For online education, De Anza sets competency levels and measurable Student Learning Outcomes (SLOs) that are the same as those established for face-to-face classes. As part of the five-year curriculum cycle, the online/hybrid request form for each course offered online must specify how the course objectives and SLOs can be satisfactorily met through the proposed delivery method (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). In May 2016, the Commission approved De Anza College's proposal to offer 15 degrees and 22 certificates in which 51 percent or more of the required course units can be earned online (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>; I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>). (II.A.2.Q7)

As a central role, faculty participate in writing, revising and approving curriculum. The Curriculum Committee meets weekly and has clearly defined standards and processes for curriculum. All faculty participate in writing, revising and assessing SLOs (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). The institution has established advisory committees with expertise in DE/CE (II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>). (II.A.2.Q8)

Multiple teaching methodologies are commonly used in DE/CE programs. Individual faculty select their methodologies with support from an extensive staff development program (II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>). The program includes extensive technology training and support from instructional designers in the Online Education Center. Best practices are discussed as part of the training for Canvas, the online education system used at De Anza (II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>). The center maintains a list of current best practices in online teaching and learning, as well as a list of instructional tools (II.A.2-11 Online Instructional Tools: <http://link.deanza.edu/IIA2-11>; II.A.2-12 Online Best Practices: <http://link.deanza.edu/IIA2-12>). Faculty members discuss the relationship between teaching methodologies and student performance via the SLO process (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). (II.A.2.Q9)

The policies that dictate satisfactory progress in DE/CE courses/programs are the same as those that apply to face-to-face courses at De Anza. (II.A.2 Q10) The types of data available for DE/CE program evaluation are also the same as for face-to-face classes. Faculty members are encouraged to use the new Inquiry tool to look for differences between their online and face-to-face classes (I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>). The Student Learning Outcomes assessment is also used. The evaluation of DE/CE classes includes curricular review, which occurs at least once every 5 years. (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>) (II.A.2.Q11)

Faculty determine the relevancy of a program offered in the DE/CE mode. (II.A.2.Q12) The SLO core team is currently working with the faculty to develop a process for capturing the results of evaluation for online programs, so those results can be more effectively used in institutional planning. The SLO core team has been running pilots of evaluation for online courses, using the Catalyst and Canvas systems, to develop best practices and see if the results different from face-to-face classes. Once the college completes the transition to Canvas, rubrics and best practices can be standardized for evaluating course objectives and SLOs. Additionally, faculty members are encouraged to use the Faculty Inquiry tool, which provides student outcome data that is disaggregated by a variety of characteristics, to look for differences between their DE and face-to-face classes. (II.A.2.Q13)

Evaluation

The college meets the standard. Faculty members are central in creating and reviewing courses and programs. Faculty and the college use systematic review processes to analyze data on Student Learning Outcomes and other performance measures. The data informs discussions about delivery modes, teaching methodologies and relevance. The results of these reviews are used in planning and decision-making to ensure that courses and programs meet academic and professional standards, to provide continuous improvement and to promote student success.

Evidence for Standard II.A.2

- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- II.A.2-1 Online Learning Form: <http://link.deanza.edu/IIA2-1>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>
- II.A.2-3 DARE: <http://link.deanza.edu/IIA2-3>
- II.A.2-4 IPBT Reduction Plans: <http://link.deanza.edu/IIA2-4>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>
- II.A.2-5 Dean's Summary: <http://link.deanza.edu/IIA2-5>
- II.A.2-6 Faculty Hiring Criteria: <http://link.deanza.edu/IIA2-6>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- II.A.2-7 Program Review - Italian: <http://link.deanza.edu/IIA2-7>
- II.A.2-8 Viability Procedures: <http://link.deanza.edu/IIA2-8>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>
- II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>
- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>
- II.A.2-11 Online Instructional Tools: <http://link.deanza.edu/IIA2-11>
- II.A.2-12 Online Best Practices: <http://link.deanza.edu/IIA2-12>
- I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.3.Q1 Has the institution defined and assessed learning outcomes for all courses and programs? How are assessment results for learning outcomes used in course and program review?

II.A.3.Q2 What role do faculty play in these decisions?

Description

De Anza faculty and staff have defined observable outcomes that demonstrate evidence of learning from each course, program or activity. The college has developed cyclical processes to assess those outcomes. All courses and programs have outcome statements, which are included on all course outlines approved by the Curriculum Committee. Course outlines are posted on the college website (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>).

Assessment results for Student Learning Outcomes are used as the basis for making changes in the curriculum. This process is the same for both face-to-face instruction and online courses. Departments make requests for resources through their program review process (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). Data from course level and program level assessments supports these requests. (II.A.3.Q1)

The faculty drives the Student Learning Outcome process. Faculty members meet in their respective departments to decide upon and update outcome statements. The method for conducting assessments can be chosen by individual faculty or by a department as a whole. After data is collected, it is summarized, analyzed and used as the basis for reflection. This process is used to develop plans for enhancing the student's experience, along with statements of needed resources. (II.A.3.Q2)

Evaluation

De Anza meets this standard and the Policy on Distance Education. The college has thorough and well established processes for assessing learning outcomes, which are published in course outlines available on the college website. The faculty plays a central role in identifying measurable outcomes and conducting reviews that are the basis for planning and budget decisions.

Evidence for Standard II.A.3

I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.4.Q1 By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education?

II.A.4.Q2 What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs?

II.A.4.Q3 What processes are in place to align pre-collegiate level curriculum with college level curriculum, in order to ensure clear and efficient pathways for students?

II.A.4.Q4 By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, short term training, international student, or contract education programs in DE/CE mode? (Federal Regulation)

II.A.4.Q5 Which of these (or other) categories of courses and programs does the institution offer in DE/CE mode?

Description

De Anza offers pre-collegiate or developmental courses, as well as community education courses, that are distinguished from the college-level curriculum. There are established processes to do so.

The Developmental and Readiness Education (DARE) committee meets regularly to examine student needs and refine plans for assisting students “from the point of entry, through student support and academic courses, to their final objectives” (II.A.2-3 DARE: <http://link.deanza.edu/IIA2-3>). Community education classes are offered as demand is identified and addressed (II.A.4-1 Community Education: <http://link.deanza.edu/IIA4-1>). The Office of International Student Programs provides counselors and other assigned staff to assist international students with their education at the college (I.C.11-1 International Student Programs: <http://link.deanza.edu/IC11-1>). (II.A.4.Q1)

All courses and programs at De Anza are evaluated through the Annual Program Review Update and multi-year Comprehensive Program Review processes. The results are reviewed by the Instructional Planning and Budget Team (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). Decisions about appropriate credit and modes of delivery mode are made by the faculty in consultation with the Curriculum Committee. (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>) (II.A.4.Q2)

The alignment of developmental classes with college-level curriculum is ensured through the multi-year program review cycle. Faculty in the divisions of Language Arts and Physical Sciences, Mathematics and Engineering (PSME) review their course offerings to make sure the college provides clear pathways for students to move from pre-collegiate to college-level curriculum. Both divisions have developed programs designed to support students. These include various Learning Communities with Language Arts components and Math Performance Success as well as the Statway program (I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>; II.A.4-2 MPS: <http://link.deanza.edu/IIA4-2>; II.A.4-3 Statway: <http://link.deanza.edu/IIA4-3>). (II.A.4.Q3)

The faculty drives the criteria and processes used to decide when to offer courses through online delivery. After a department's faculty decides a course should be offered online, the proposal is submitted through the college's curriculum process, with approval of the division dean and the associate vice president of Instruction (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). International students have the same access to online courses as all other students. (II.A.4.Q4)

De Anza offers some online community education courses, but it does not offer developmental, pre-collegiate, short-term training, international student or contract education programs online. The categories of courses and programs the institution offers in DE/CE mode can be viewed at the Online Education Center's webpage, which lists the courses currently offered online (I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>). Any course that is to be offered online must go through the curriculum process for course approval (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>) (II.A.4.Q5)

Evaluation

The college meets the standard, in that it clearly distinguishes all pre-collegiate courses from college-level curriculum. As part of its pre-collegiate curriculum, De Anza offers an array of developmental courses that are designed to create a clear path for students to move into college-level study.

Evidence for Standard II.A.4

- II.A.2-3 DARE: <http://link.deanza.edu/IIA2-3>
- II.A.4-1 Community Education: <http://link.deanza.edu/IIA4-1>
- I.C.11-1 International Student Programs: <http://link.deanza.edu/IC11-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>
- II.A.4-2 MPS: <http://link.deanza.edu/IIA4-2>
- II.A.4-3 Statway: <http://link.deanza.edu/IIA4-3>
- I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

II.A.5.Q1 How does the institution demonstrate the quality of its instruction? What evidence exists that all programs are characterized by the variables cited in this standard?

II.A.5.Q2 What criteria does the college use to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers? (Federal Regulation)

II.A.5.Q3 What is the process for establishing and evaluating each type of course and program offered in DE/CE mode? How does the college determine the appropriate credit type of its courses and programs offered in DE/CE mode? (Federal Regulation)

Description

Degree and certificate programs at De Anza conform to California Education Code requirements and support the mission of the college, while following common practices of higher education. As evidence, the college has extensive articulation agreements, including majors and lower division courses, general education patterns and course-to-course agreements, with 20 California State Universities, nine University of California campuses and 17 private or out-of-state four-year institutions. The breadth and depth of college programs are demonstrated by the fact that De Anza offers 66 associate degrees, 85 certificates and 1,655 courses (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>).

In addition, the college ensures high-quality instruction by following an extensive faculty hiring process, a thorough four-year Tenure Review process and subsequent periodic evaluations by students, peers and administrators.

All tenured faculty and contract faculty are evaluated once every three academic years. Each temporary faculty employee or part-time faculty employee, if employed by the district for three quarters, is evaluated at least once during that period. Part-time faculty employees are then evaluated at least once every nine quarters of employment. Details of the procedures for evaluations and the guidelines and criteria used for evaluation are available in the Faculty Association agreement (II.A.5-1 Faculty Agreement: <http://link.deanza.edu/IIA5-1>).

Separate guidelines apply to tenure-track faculty employees, who are evaluated by a tenure review committee through a rigorous, four-year process and schedule outlined in the Faculty Association Agreement (II.A.5-2 Tenure Review Handbook: <http://link.deanza.edu/IIA5-2>).

All faculty members – whether tenured, tenure-track or part-time – are provided extensive support and professional development opportunities from the Office of Professional Development (II.A.5-1 Faculty Agreement: <http://link.deanza.edu/IIA5-1>). These include new employee orientation, instructional skills workshops, peer evaluation training and funds for conferences and travel (II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>). (II.A.5.Q1)

At De Anza, faculty members are responsible for course content, while the Curriculum Committee ensures appropriate breadth, depth, rigor and adherence to college and state guidelines in course outlines in its review and approval process (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). The procedure for initiating new or revised course outlines is structured and outlined on the Curriculum Committee website under “Curriculum Processes.” This procedure was developed in accordance with the criteria in the Program and Course Approval Handbook (6th edition, 2016) published by the State Chancellor’s Office (II.A.5-3 Approval Handbook: <http://link.deanza.edu/IIA5-3>) and the Course Outline of Record: A Curriculum Reference Guide, published in 2008 by the Academic Senate for California Community Colleges (II.A.5-4 Course Outline of Record: <http://link.deanza.edu/IIA5-4>).

Degree programs are designed by departmental faculty. In the case of career technical education programs, faculty members receive input from community industry advisors appropriate to the field of study. Certificates and degrees are also reviewed through the Curriculum Committee Review process, thereby ensuring that minimum degree requirements are 90 semester credits or equivalent for all associate degrees, and that proper sequencing for major requirements occurs. (II.A.5.Q2)

As part of the curriculum process, any new online or hybrid course must be approved and reviewed on a five-year cycle. While plans for a new course are initiated by a faculty member, the approval process involves the Online Education Center, other faculty, the appropriate division and the Curriculum Committee. Curriculum documents specify the delivery methods and how goals and objectives will be met in compliance with state and federal guidelines and requirements. All courses and programs offered online are expected to adhere to the same standards as face-to-face courses and must meet the same learning outcomes and objectives, as stated in the course outline of record. (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>) (II.A.5.Q3)

Evaluation

The college meets this standard, the Policy on Institutional Degrees and Credits, and the Policy on Transfer of Credit. De Anza has established standards for all proposed programs, including both face-to-face and online instruction, which ensure their alignment with the college mission. It has processes in place to ensure appropriate rigor, breadth, depth, sequence of courses, units allocated, frequency of course offerings and stated learning outcomes for both career technical education and transfer programs.

Evidence for Standard II.A.5

- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- II.A.5-1 Faculty Agreement: <http://link.deanza.edu/IIA5-1>
- II.A.5-2 Tenure Review Handbook: <http://link.deanza.edu/IIA5-2>
- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- II.A.5-3 Approval Handbook: <http://link.deanza.edu/IIA5-3>
- II.A.5-4 Course Outline of Record: <http://link.deanza.edu/IIA5-4>

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

- II.A.6.Q1 How well does the institution achieve and evaluate the effectiveness of learning at each level of a course sequence or program?
- II.A.6.Q2 Does the institution schedule classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time? (Federal Regulation)

Description

De Anza schedules courses in a manner that allows students to complete their programs in a reasonable period of time. The college has set standards for course completion and for degree, certificate and transfer outcomes. De Anza regularly evaluates its performance against those standards, which are updated and reviewed annually (I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>).

The college reviews the effectiveness of learning at each level of a course sequence or program through the curriculum review process, in which the faculty revises and updates courses and sequences every five years (II.A.6-1 Academic Senate: Curriculum: <http://link.deanza.edu/IIA6-1>).

The faculty also assesses Student Learning Outcomes (SLOs) annually (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). In a 2016 survey of students, 94 percent agreed or strongly agreed that instructors clearly list and define SLOs on their course syllabi (I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>). (II.A.6.Q1).

In the same survey, 73 percent of respondents said they agree or strongly agree that the college schedules courses in a manner that allows students to complete certificate and degree requirements within a realistic period of time, while 22 percent disagreed or strongly disagreed. (II.A.6.Q2)

Evaluation

De Anza meets this standard and Eligibility Requirement 9. The college takes steps to ensure that it schedules courses in a manner that allows students to complete programs in a reasonable time, and it regularly evaluates the effectiveness of those steps.

Evidence for Standard II.A.6

I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>

II.A.6-1 Academic Senate: Curriculum: <http://link.deanza.edu/IIA6-1>

I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>

I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.A.7.Q1 How does the institution demonstrate it understands and is meeting the needs and learning styles of its students?

II.A.7.Q2 Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students?

II.A.7.Q3 What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance?

II.A.7.Q4 Has the college evaluated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning?

II.A.7.Q5 What assessment of student learning styles that relate to teaching in DE/CE mode has the college performed?

II.A.7.Q6 How does the institution demonstrate that it is meeting the needs and learning styles of its students? How are faculty and staff informed and kept up-to-date about learning needs and pedagogical approaches related to DE/CE?

II.A.7.Q7 Do courses in DE/CE mode include multiple ways of assessing student learning?

II.A.7.Q8 What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance?

Description

De Anza College serves a diverse student body with a variety of learning styles and needs. Understanding and meeting these needs is a priority for the college, as reflected in the college's mission and values, core competencies, strategic plan, program reviews, curriculum development guidelines and review processes, faculty hiring and evaluation guidelines and staff development programming.

The college's mission statement includes the following language that specifically articulates this understanding: "De Anza provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities" (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>).

In addition, the college values statement emphasizes equity and the development of capacity of all students. It says, in part: "We are committed to being innovative in our daily work, curriculum and use of technology...We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures."

To further promote success for all students, De Anza has embraced the concepts behind "Six Success Factors" identified by the Research and Planning Group, a nonprofit research group that works to promote student success in California Community Colleges (II.A.7-1 RP Group: <http://link.deanza.edu/IIA7-1>). The college has committed to providing support so that all students are:

- Directed, with a goal and the knowledge of how to achieve it.
- Focused, staying on track to achieve that goal.
- Nurtured, feeling that we want to, and do, help them to succeed.
- Engaged, actively participating in class and extracurricular activities.
- Connected, feeling that they are part of the college community.
- Valued, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

De Anza's faculty hiring and evaluation practices also demonstrate that the college understands and values the diversity of learning styles and learning needs of its students (II.A.7-2 Employment Policy: <http://link.deanza.edu/IIA7-2>).

As a result, De Anza has developed a menu of innovative cohort programs that bring diverse learners into supportive communities. These include Learning Communities such as First Year Experience (FYE); Impact AAPI; Latina/o Empowerment at De Anza (LEAD); Learning in Communities (LinC); Math Performance Success (MPS); Men of Color Community; Puente Project; Reading, English, Athletics, Counseling & Humanities (REACH); Umoja and others (I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>).

Evidence that the college is meeting student needs can be found in the results of extensive institutional research, Student Learning Outcomes assessments, program review and other surveys, faculty evaluation and the Institutional Core Competency survey (II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>; I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>; I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>). (II.A.7.Q1)

De Anza uses multiple ways of assessing student learning in each course. This is ensured through curriculum guidelines and the college review process. Each course outline is scrutinized during curriculum review, which includes methods of evaluating objectives. Options include written assignments, problem-solving projects and demonstrations, and oral and written skills demonstrations (II.A.7-4 Course Outline Guide: <http://link.deanza.edu/IIA7-4>). The curriculum committee reviews for consistency with course learning outcomes, content and methods of instruction. It makes recommendations if the methods indicated do not appear to meet the diversity of student learning needs.

The college also determines appropriate delivery modes through curriculum review. For courses proposed for online or hybrid delivery, an additional request form includes scrutiny of how course objectives, training, instructor contact, student interaction and accessibility needs will be met with the proposed delivery mode. The process includes departmental consultation with the director of the Online Education Center (II.A.7-5 Online/Hybrid Request Form: <http://link.deanza.edu/IIA7-5>). (II.A.7.Q2)

Instructors at De Anza use a variety of teaching methodologies, including lecture, discussion, collaborative learning, service learning, learning communities and interactive technology such as clickers and iPads. The Library provides access to streaming video through NBC Learn, Films on Demand and Kanopy (II.A.7-6 Library: <http://link.deanza.edu/IIA7-6>).

Faculty members choose their teaching methods, with guidance from discussions of best practices among colleagues and with support from the Online Education Center and the Office of Professional Development, which offers workshops that promote innovative and effective instructional practices (II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>; II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>).

Faculty members discuss the relationship between teaching methodologies and student performance at department meetings, online education training, and teaching and learning seminars offered through the Office of Professional Development. Sample topics from November 2016 included Effective Scaffolding, Learning in Communities and Incorporating Service Learning Into Your Classroom (II.A.7-7 Professional Development Calendar: <http://link.deanza.edu/IIA7-7>). In addition, the college annually hosts a themed Partners in

Learning conference that brings together faculty and professionals across campus to share ideas and best practices (I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>). (II.A.7.Q3)

The college evaluates the effectiveness of its delivery modes and instructional methodologies in several ways. Programs report on their success rates and progress toward decreasing equity gaps in annual program reviews (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). Departments and classes report results of Student Learning Outcome assessments (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). Programs can now access data to produce their own program review data sheets and drill down to examine success rates by course and student characteristics (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). The recently launched Faculty Inquiry Tool allows administrators and instructors to compare data on success rates across classes or individual sections (I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>). This permits a fine-grained analysis of the relationship between teaching practices and success rates.

In addition, the Office of Institutional Research and Planning provides course and program level reports and reports on learning communities and special populations (II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>). Students' own perceptions of the effectiveness of instruction received at De Anza were measured in the Spring 2016 Accreditation Survey (II.A.7-8 Accreditation Survey: <http://link.deanza.edu/IIA7-8>).

These assessments show the college's delivery modes and instructional methodologies are effective in producing learning. De Anza performed very well compared to its peer group in the Spring 2016 Student Success Scorecard, while underprepared students in Learning Communities performed better than those who are not in special programs (II.A.7-9 Scorecard and Reports: <http://link.deanza.edu/IIA7-9>).

In the Accreditation Survey of Institutional Core Competencies, 72 percent of student respondents said their De Anza experience contributed very much or quite a bit to these abilities: writing clearly and effectively, speaking clearly and effectively, and interpreting ideas thoughtfully and logically. Almost as many, or 71 percent, credited their experience at De Anza for the ability to work effectively with others. Seventy-eight percent said their De Anza experience contributed to their ability to think critically and analytically (I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>). (II.A.7 Q4)

De Anza assesses student learning styles for online education by inviting students and prospective students to take an online quiz that gauges their motivation, learning style, study environment and technical skills. The quiz results help students decide if an online course is a good match for them. Prospective online students are also encouraged to view an online presentation that provides an orientation to online learning at De Anza. (II.A.7-10 Online Education, Prospective Students: <http://link.deanza.edu/IIA7-10>). Faculty members also engage with students and assess their learning styles to modify and enhance their teaching approaches. (II.A.7.Q5)

De Anza uses the same institutional research, program review and SLO assessment to demonstrate that it is meeting the learning needs and learning styles of both online students and those receiving face-to-face instruction.

The Online Education Center helps faculty and staff keep informed about learning needs and new pedagogical approaches to meet the needs of online students. Faculty members can find resources for creating engaging materials, clear syllabi and effective rubrics on the center's Best Practices in Online Teaching and Learning webpage (II.A.2-12 Online Best Practices: <http://link.deanza.edu/IIA2-12>).

In summer 2017, the college completed its transition from the Catalyst (Moodle) course management system to Canvas, the system adopted by the statewide Online Education Initiative. The transition required an intensive training effort to ensure that faculty can successfully develop and facilitate technology-mediated courses (II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>). The certification training, delivered as a hybrid of online and face-to-face modules, involves not only technical aspects of the new system, but also instruction and discussion of effective instructional design, including advice on the selection and use of engaging multimedia to address various learning preferences, pacing and “chunking” of course content into small units, and the need for frequent interactive activities and community-building among students.

In addition, in early 2014 the college contracted with Smarthinking, a service that provides 24/7 online tutoring for both online and face-to-face students. The service is heavily used by both populations (II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>). The center also collaborated with the Office of Communications to implement a more efficient process for lecture capture and captioning requests, to ensure accessibility and encourage more diverse methodology and student engagement in online courses. The college is now conducting a pilot program with NetTutor, the online tutoring system adopted by the statewide Online Education Initiative.

Success rates for all online students have increased from 66 percent to 70 percent, according to the spring 2016 Program Review Update (II.A.7-13 Online Program Review Section II.B.1: <http://link.deanza.edu/IIA7-13>). (II.A.7.Q6)

De Anza's curriculum process ensures that all courses, both online and face-to-face, include multiple approaches for measuring student learning, and that those approaches are consistent with course outcomes and content. Courses proposed for online or hybrid delivery must pass an additional level of scrutiny by submitting the Online/Hybrid Request form, which includes multiple questions to which initiators must respond. This form has to be reviewed and signed by multiple individuals including department chair, dean and the online education administrator (II.A.7-14 Curriculum Sample Outlines, Section VIII: <http://link.deanza.edu/IIA7-14>). (II.A.7.Q7)

Teaching methodologies for online courses include lecture, video, online discussion, readings, written responses, journals and blogs, interactive quizzes and activities, and links to textbooks. Faculty members choose the methodologies. Instructors discuss the relationship between these methodologies and student performance in meetings of the Online Education Advisory Committee, as well as in training workshops and presentations that showcase effective and innovative practices. Faculty members also consult regularly with instructional designers at the Online Education Center. A second designer was added to the Online Education Center team in spring 2016. In addition, a part-time faculty liaison was hired in July 2016 to provide training and design support for instructors who teach online.

Evaluation

De Anza College meets this standard and the Policy on Distance Education. The college uses a variety of delivery modes, teaching methodologies and support programs to meet the needs of a highly diverse student body. De Anza uses extensive review and assessment procedures to determine the effectiveness of those efforts. Faculty members have several venues to discuss the relationship between student performance and various teaching methodologies. Equity and success for all students are top priorities for the college.

Evidence for Standard II.A.7

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- II.A.7-1 RP Group: <http://link.deanza.edu/IIA7-1>
- II.A.7-2 Employment Policy: <http://link.deanza.edu/IIA7-2>
- I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>
- II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- II.A.7-4 Course Outline Guide: <http://link.deanza.edu/IIA7-4>
- II.A.7-5 Online/Hybrid Request Form: <http://link.deanza.edu/IIA7-5>
- II.A.7-6 Library: <http://link.deanza.edu/IIA7-6>
- II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>
- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- II.A.7-7 Professional Development Calendar: <http://link.deanza.edu/IIA7-7>
- I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>
- II.A.7-8 Accreditation Survey: <http://link.deanza.edu/IIA7-8>
- II.A.7-9 Scorecard and Reports: <http://link.deanza.edu/IIA7-9>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- II.A.7-10 Online Education, Prospective Students: <http://link.deanza.edu/IIA7-10>
- II.A.2-12 Online Best Practices: <http://link.deanza.edu/IIA2-12>
- II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>
- II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>
- II.A.7-13 Online Program Review Section II.B.1: <http://link.deanza.edu/IIA7-13>
- II.A.7-14 Curriculum Sample Outlines, Section VIII: <http://link.deanza.edu/IIA7-14>

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

II.A.8.Q1 How does the institution ensure the use of unbiased, valid measures of student learning?

Description

De Anza's Nursing Department requires students to take the HESI Admission Assessment Exam. The test publisher, Elsevier, has presented evidence that the exam is statistically valid and reliable (II.A.8-1 HESI Exam: <http://link.deanza.edu/IIA8-1>). The college does not use any other department-wide course or program examinations. (II.A.8.Q1)

Evaluation

De Anza College meets this standard. The college has validated the effectiveness of the only department-wide examination that is used.

Evidence for Standard II.A.8

II.A.8-1 HESI Exam: <http://link.deanza.edu/IIA8-1>

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

II.A.9.Q1 Are course-level learning outcomes the basis for awarding credit? Are credits awarded consistent with accepted norms in higher education? (Federal Regulation)
 II.A.9.Q2 By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates?
 II.A.9.Q3 Does the institution demonstrate it follows Federal standards for clock-to-credit-hour conversions in the award of credit? (Federal Regulation)
 II.A.9.Q4 What policies does the institution have for the award of academic credit for DE/CE programs? Are the policies similar to the traditional programs? What is the rationale for the decision? Are these policies regularly reviewed, including review of the extent to which they are suited for DE/CE? (Federal Regulation)

Description

De Anza College awards credits, degrees and certificates based on student performance, as measured by Student Learning Outcomes (SLOs) at the course, program and degree level. The college develops course-level outcomes through an analysis of course objectives and related degree- and program-level learning outcomes (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). This is consistent with accepted norms in higher education. (II.A.9.Q1)

The college, through the Curriculum Committee, ensures that learning outcomes are the basis for awarding degrees and certificates by requiring every course to have SLOs, which are directly correlated to program learning outcomes. Program learning outcomes are published in the course catalog and on the college website (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). (II.A.9.Q2)

The college offers a very limited number of courses, in the apprenticeship program, based on clock hours. De Anza follows federal standards for clock-to-credit hour conversions (II.A.9-1 Online Scheduling: <http://link.deanza.edu/IIA9-1>) (II.A.9.Q3)

De Anza awards credit for online courses according to the same policies that apply to face-to-face courses (I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>). This ensures consistency of quality in both modes of instruction. In addition, doing so streamlines the course development process (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). These policies are reviewed regularly by the Curriculum Committee, which is a shared governance body (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). (II.A.9.Q4)

Evaluation

The college meets this standard, Eligibility Requirement 10 and the Policy on Institutional Degrees and Credits. De Anza awards course credit, degrees and certificates on the basis of Student Learning Outcomes that are determined at the course, degree and program level. These are developed according to accepted norms of higher education. The college follows federal standards for clock-to-credit-hour conversions. De Anza applies its policies for awarding credit in a consistent manner for both online and face-to-face learning.

Evidence for Standard II.A.9

I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

II.A.9-1 Online Scheduling: <http://link.deanza.edu/IIA9-1>

I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>

I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

II.A.10.Q1 What policies does the institution have to address transfer of coursework internally and externally, and how are they communicated to students? Are these policies regularly reviewed? (Federal Regulation)

II.A.10.Q2 How does the institution develop, implement, and evaluate articulation agreements? (Federal Regulation)

II.A.10.Q3 How does the institution develop, implement, and evaluate articulation agreements for DE/CE programs? What principles apply to the transfer of credit from other DE/CE programs where articulation arrangements do not exist? (Federal Regulation)

II.A.10.Q4 What principles apply for the approval of granting of credit for prior work experience in the institution's DE/CE programs?

Description

De Anza College has clear policies and procedures for the awarding and transfer of credit. These policies are published in the catalog and on the college website.

Students transferring from another accredited institution must deliver an official transcript to the Admissions and Records office with a request for transcript evaluation. Upon review of the transcript, eligible transfer credit is applied to the student's De Anza record. Students may receive up to 19 quarter units of elective credit for coursework completed at a college accredited by other associations recognized by the Council of Postsecondary Accreditation. This credit is not transferable to meet bachelor's degree requirements. Transfer credit is not accepted for work completed at an institution that is not accredited by a recognized accrediting body (II.A.10-1 Board Policy 5073: <http://link.deanza.edu/IIA10-1>).

The college also has established articulation agreements that provide a clear path for transferring to public and private institutions (II.A.10-2 Articulation: <http://link.deanza.edu/IIA10-2>).

To assist in student transfer, the college has developed 12 AA-Transfer and AS-Transfer degrees (II.A.10-3 AA-T and AA-S Degrees: <http://link.deanza.edu/IIA10-3>). This helps encourage students to focus on specific areas of interest, establish a transfer pattern and plan early in their college careers.

The college offers transfer admission agreements (TAA) or transfer admission guarantees (TAG) to nine universities. De Anza also participates with other California community colleges in offering a guaranteed transfer program to 21 Historically Black Colleges & Universities (HBCUs). These programs offer clear planning paths and for students who want to be assured of transfer opportunities (II.A.10-4 TAA and TAG: <http://link.deanza.edu/IIA10-4>).

Transfer of credit policies are publicly disclosed. The transferability of De Anza College courses and programs is described on the college website and the college catalog (II.A.10-5 Transfer Planning: <http://link.deanza.edu/IIA10-5>; I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). In addition, counselors and academic advisers meet with students to educate them on transfer requirements. They use the Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU) general education requirements, the assist.org website, and the requirements for an associate degree in their transfer educational planning.

De Anza's Transfer Center offers workshops to inform students about the requirements for transferring to CSU and University of California (UC) campuses, as well as private universities. Workshops cover such topics as filling out applications, writing personal statements for college admission, Transfer Admission Agreements and Guarantees, and Associate Degrees for Transfer. The center also sponsors weekly and quarterly visits from university representatives to provide specific advising on transfer needs. In addition, the center organizes a Transfer Fair every fall that brings representatives from numerous University of California (UC) and California State University (CSU) campuses, as well as private universities, to inform and engage with students.

All policies for transfer are reviewed yearly by the college articulation officer, in collaboration with the Curriculum Advisory Team, to guarantee their relevance and currency. (II.A.10.Q1)

De Anza's articulation agreements are developed through a process that begins when the faculty initiates a course outline, based on the course's positioning within the state-provided Transfer Model Curriculum.

The Curriculum Committee reviews the proposed course outline to ensure that content and expected learning outcomes for the proposed course are comparable to those of four-year institutions and that a "baccalaureate" level of work is being provided (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>).

Articulation agreements are based on course outlines and occasionally course syllabi, depending on the requirements of the receiving institution, and on communication between the articulation officer and faculty within the discipline at four-year institutions. De Anza follows the process as defined in the California Articulation Policies and Procedures Handbook (II.A.10-6 Articulation Handbook: <http://link.deanza.edu/IIA10-6>). Articulation agreements with private universities are also generally reviewed on a yearly basis. (II.A.10.Q2)

De Anza's policies for articulation agreements and transfer of credit are the same for both online and face-to-face courses. (II.A.10.Q3 and II.A.10.Q4)

Evaluation

De Anza meets this standard, Eligibility Requirement 10, the Policy on Institutional Degrees and Credits, and the Policy on Transfer of Credit. The college has clear policies on transferring course credits and has established articulation agreements with public and private universities. The policies and agreements are reviewed regularly. They are posted online and shared with students during face-to-face counseling and frequent workshops.

Evidence for Standard II.A.10

II.A.10-1 Board Policy 5073: <http://link.deanza.edu/IIA10-1>

II.A.10-2 Articulation: <http://link.deanza.edu/IIA10-2>

II.A.10-3 AA-T and AA-S Degrees: <http://link.deanza.edu/IIA10-3>

II.A.10-4 TAA and TAG: <http://link.deanza.edu/IIA10-4>

II.A.10-5 Transfer Planning: <http://link.deanza.edu/IIA10-5>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>

II.A.10-6 Articulation Handbook: <http://link.deanza.edu/IIA10-6>

II.A.11 The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.11.Q1 What criteria does the college use to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program it offers?

II.A.11.Q2 How well are students achieving the intended outcomes?

II.A.11.Q3 What does the institution do to promote student understanding and appreciation of diverse perspectives?

II.A.11.Q4 What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies?

II.A.11.Q5 How does the institution assess the competencies in information retrieval/use that it teaches students?

Description

De Anza establishes appropriate Student Learning Outcomes (SLOs) for all of its degree and certificate programs. These learning outcomes are chosen to meet California Education Code requirements and carry out the mission of the college, which includes teaching the skills of oral and written communication, information and computer literacy, critical thinking and analysis, ethical reasoning and the ability to acquire knowledge through a variety of means.

The college Curriculum Committee ensures appropriate breadth, depth, rigor and adherence to college and state guidelines when it reviews and approves course outlines (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>).

The procedure for initiating new or revised course outlines is clearly outlined on the Curriculum Committee website under “Curriculum Processes,” and was developed in accordance with the criteria in the Program and Course Approval Handbook, published by the California Community Colleges Chancellor’s Office, and the Course Outline of Record: A Curriculum Reference Guide, published by the Academic Senate for California Community Colleges (II.A.5-3 Approval Handbook: <http://link.deanza.edu/IIA5-3>; II.A.5-4 Course Outline of Record: <http://link.deanza.edu/IIA5-4>).

The committee also reviews certificates and degrees to ensure that minimum degree requirements are 90 semester credits or the equivalent for all associate degrees, and that proper sequencing for major requirements occurs. De Anza has extensive articulation agreements including majors and lower division courses, general education patterns and course-to-course agreements with 20 California State Universities, 9 University of California campuses and 17 private or out-of-state four-year institutions (II.A.10-5 Transfer Planning: <http://link.deanza.edu/IIA10-5>). (II.A.11.Q1)

The rate at which students are achieving intended outcomes is demonstrated by De Anza’s showing on the state chancellor’s Student Success Scorecard (I.B.4-5 Scorecard: <http://link.deanza.edu/IB4-5>).

In addition, the Curriculum Committee examines the SLOs in courses, degrees, and certificates and ensures their alignment with objectives, assignments and methods of

evaluation that clearly specify the necessary criteria for success (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). Students who successfully progress through the required sequence of courses and demonstrate appropriate competencies are awarded degrees and certificates. (II.A.11.Q2)

The college provides instruction, across disciplines, that address ethical issues, personal and civic responsibility, and appreciation of diverse perspectives. Students demonstrate knowledge of such matters in courses such as Philosophy 1, Humanities 1, and Political Science 5 or 15. The comprehensive Environmental Studies program provide students with an environmental stewardship foundation, knowledge of ecological, social and economic concepts, and an awareness of their roles within a sustainable society.

In addition, the college promotes student understanding and appreciation of diverse perspectives through the work of its Office of Equity, Social Justice and Multicultural Education. The office supports a variety of programs and services, including workshops, staff and faculty training and campus events that highlight issues of diversity and social justice (I.A.3-4 Office of Equity: <http://link.deanza.edu/IA3-4>). (II.A.11.Q3)

The college has outlined its goals for information competency in its mission statement and related documents, which demonstrate the extensive efforts that De Anza has made in this area. As the mission statement says, De Anza provides an environment that “challenges students of every background to develop their intellect, character and abilities.” The statement adds that De Anza “fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes” contained within the college’s Institutional Core Competencies.”

In particular, the college has defined the following core competencies that relate directly to information, communication and analytical abilities (I.A.1-2 Institutional Core Competencies: <http://link.deanza.edu/IA1-2>):

Communication and Expression: “Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.”

Information Literacy: “Students will recognize when information is needed and locate, critically evaluate, synthesize, and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal and ethical issues for information and its use.”

Critical Thinking: “Students will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, verify the reasonableness of conclusions, explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations.”

As the college offers breadth and depth in its general education courses, these skills are practiced in a variety of courses within the general education program. Students can choose

from a variety of general education offerings among disciplines such as creative arts, communication studies, computer information systems and political science that emphasize a particular skill or set of skills. Students must also demonstrate proficiency in reading, writing and mathematics (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). English proficiency is demonstrated by passing English 1A or ESL 5, while mathematics proficiency is achieved by completing Math 104 or 114 with a passing grade. Both are required for completion of the college's General Education pattern. (II.A.11.Q4)

De Anza students are only advanced for degrees or certificates upon successful demonstration of competencies as defined by each course they complete. Every student who successfully completes a program of study has demonstrated mastery of learning objectives and met the performance standards in those courses he or she has completed. Learning outcomes for every certificate and degree were developed by faculty and reviewed and approved by the Curriculum Committee in winter 2011. (II.A.11.Q5)

Evaluation

De Anza meets the standard, the Policy on Institutional Degrees and Credits, and the Policy on Transfer of Credit. The college establishes appropriate learning outcomes for all of its programs, to ensure that students develop communication competency, information competency, analytic skills, ethical reasoning and the ability to engage diverse perspectives. De Anza has demonstrated the high priority it places on these abilities by describing them in its mission statement and developing a review process to ensure courses support that mission.

Evidence for Standard II.A.11

- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- II.A.5-3 Approval Handbook: <http://link.deanza.edu/IIA5-3>
- II.A.5-4 Course Outline of Record: <http://link.deanza.edu/IIA5-4>
- II.A.10-5 Transfer Planning: <http://link.deanza.edu/IIA10-5>
- I.B.4-5 Scorecard: <http://link.deanza.edu/IB4-5>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.A.3-4 Office of Equity: <http://link.deanza.edu/IA3-4>
- I.A.1-2 Institutional Core Competencies: <http://link.deanza.edu/IA1-2>

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

- II.A.12.Q1 What evidence is found in the catalog of a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education?
- II.A.12.Q2 How are student learning outcomes used to analyze courses for inclusion as general education?
- II.A.12.Q3 How is the general education philosophy reflected in the degree requirements?
- II.A.12.Q4 Are any of the institution's general education courses offered in DE/CE mode? What is the rationale for this decision and is it stated clearly in its catalog? How is it communicated to all stakeholders?
- II.A.12.Q5 What criteria does the college use to assure that the required skill level of students in DE/CE courses and programs meet collegiate standards and rigor?
- II.A.12.Q6 By what means does the institution ensure that the students develop the listed skills in DE/CE mode? How does the institution know that these means are effective?

Description

De Anza's degree requirements reflect a general education philosophy by emphasizing both a breadth of experience and a depth of knowledge across disciplines, encouraging the development of a well-rounded and multidimensional student.

The college has identified five areas of focus in order to help reach this goal:

- Communication, expression, critical thinking, and information literacy
- Natural sciences
- Arts and humanities
- Social and Behavioral Sciences
- Physical/mental wellness and personal development

De Anza's catalog is the culmination of a process that relies on faculty both to develop the rationale for general education as well as the courses that deliver that education. Faculty representatives from instructional divisions serve on the Curriculum Committee, and regularly review general education requirements as part of that role (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). In 2014, the Academic Senate continued its review of general education at the college, which led to changes that were implemented in 2015 and 2016 (II.A.12-1 Academic Senate - GE: <http://link.deanza.edu/IIA12-1>). This followed an earlier review in 2011. The faculty's rationale for general education is essentially contained in the catalog's contents (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). (II.A.12.Q1)

Student Learning Outcomes drive each decision to include a course in the catalog and approve it for General Education credit. Under the policy stated on the Curriculum Committee website, each General Education course outline must list outcomes that show the student has acquired knowledge, skills and abilities in one or more key areas, as follows:

- Communication, Expression, and Critical Thinking: Introductory, broad-ranging courses that focus on the core competencies of communication and expression, information literacy and critical thinking, with special attention to particular outcomes within those competencies.

- Natural Sciences: Introductory, broad-ranging courses that focus on the physical universe, its life forms and its natural phenomena with special attention to outcomes within the core competencies of critical thinking and civic capacity for global, cultural, social and environmental justice.
- Arts and Humanities: Introductory, broad-ranging courses that focus on cultural and artistic expression and aesthetics, with special attention to particular outcomes within the core competencies of communication and expression, critical thinking and civic capacity for global, cultural, social and environmental justice.
- Social and Behavioral Sciences: Introductory, broad-ranging courses that focus on people as members of society and their individual and social behavior, with special attention to particular outcomes in the core competencies of critical thinking and civic capacity for global, cultural, social and environmental justice.
- Physical and Mental Wellness and Personal Development: Introductory, broad-ranging courses that focus on personal well-being and development, with special attention to particular outcomes within the core competencies of physical and mental wellness and personal responsibility, critical thinking and civic capacity for global, cultural, social and environmental awareness.

The topics of the course outline must be aligned to the Student Learning Outcomes and the methods of evaluating objectives must contain criteria for evaluation connecting back to the outcome statements. (II.A.12.Q2)

To ensure that each of the key areas are covered, students wishing to complete their General Education/breadth requirements for their A.A or A.S degree are required to take classes specifically identified to address these areas of focus. (II.A.12-2 GE/Breadth Requirements: <http://link.deanza.edu/IIA12-2>) (II.A.12.Q3)

De Anza offers a large number of general education courses online. According to an analysis of data from the 2013-14 and 2014-15 academic years, the college schedules online courses that provide at least 51 percent of the units needed for completion of 15 associate degrees and 22 certificates. The Curriculum Committee must review and approve all online education courses, which are then offered to students through the schedule of classes. All courses are also offered in the face-to-face format.

This approach is based on the rationale that De Anza believes online instruction is an important component of its mission to promote success and equity for all members of a student population that has diverse backgrounds and needs.

The rationale for offering courses online is based on De Anza's mission to promote success and equity for all members of a student population that has diverse backgrounds and needs. This includes providing broad access to education and flexibility for students in their choice of learning environments.

Moreover, information literacy is a necessary skill for virtually all jobs. With information technology enabling communication over vast distances in real time, many business organizations have a global presence. De Anza students will be expected to interact with business contacts spanning the global market, in which widely varying cultural and social customs are manifest. Education through an online format is just one way that students can develop and fine-tune their skills in the digital world. This rationale is summarized in the course catalog, which states that online courses are designed to improve access for

students who have limited time on campus or who prefer the flexibility of an online course. In addition, the rationale is communicated to stakeholders – including staff and faculty – through a variety of other formats, such as the Substantive Change Proposal in 2016. (II.A.12.Q4)

De Anza ensures that online courses meet collegiate standards and rigor by evaluating them in the same manner in which face-to-face courses are evaluated. The Office of Institutional Research and Planning generates online program review reports, which includes student enrollment, headcount, full time equivalent students, full time equivalent faculty, student demographics and success rates disaggregated by gender and ethnicity. The reports, which are publicly available on the college website, are used to monitor, plan and improve the college's course and program offerings for both traditional and online courses. (II.A.12.Q5)

Additionally, faculty members evaluate Student Learning Outcomes for online courses in the same manner as face-to-face courses. This helps to ensure that the college is both meeting students' needs and maintaining appropriate standards for student achievement in online courses (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). (II.A.12.Q6)

Evaluation

De Anza meets this standard, Eligibility Requirement 12 and the Policy on Institutional Degrees and Credits. All degree programs require a general education component that is based on a clearly stated philosophy, which emphasizes breadth of experience and depth of knowledge across disciplines. The college has identified five key areas that must be addressed in the learning outcomes for general education courses, which faculty and the Curriculum Committee must review before the courses are approved for inclusion in the curriculum. These five areas overlap with the core competencies that the college has identified in its mission statement. Together they represent what is necessary to prepare a student for participation in civil society, lifelong learning and broad comprehension of knowledge in the arts and humanities, sciences, mathematics and social sciences.

Evidence for Standard II.A.12

I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>

II.A.12-1 Academic Senate - GE: <http://link.deanza.edu/IIA12-1>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

II.A.12-2 GE/Breadth Requirements: <http://link.deanza.edu/IIA12-2>

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Description

At De Anza, each degree program includes focused study within the relevant discipline as well as general education requirements (II.A.13-1 GE Requirements: <http://link.deanza.edu/IIA13-1>). Courses in each program are developed with an eye toward achieving Student Learning Outcomes for both the course and the program. These outcomes, which are assessed regularly, include appropriate mastery of key theories and practices for the corresponding discipline or field of study.

In addition to focusing on specific skills, each certificate or degree is developed through a process that includes reviewing the program's goals and objectives, examining similar programs at other schools and addressing how the program is similar or different from those offerings. The process also includes a discussion of why the program is needed and development of enrollment projections and a proposed sequence of coursework.

Evaluation

De Anza meets this standard. All degree programs include focused study in at least one area of inquiry, as well as general education.

Evidence for Standard II.A.13

II.A.13-1 GE Requirements: <http://link.deanza.edu/IIA13-1>

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

II.A.14.Q1 How does the institution verify and maintain currency of employment opportunities and other external factors? (Federal Regulation)

II.A.14.Q2 How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees for CTE programs?

Description

De Anza's career-technical programs prepare graduates to meet or exceed the employment standards for their chosen industry.

The Workforce Education office maintains current employment information and other records for all Career and Technical Education Programs. The college also works with outside agencies to evaluate and certify individual programs and departments. A list of these agencies can be found on the accreditation section of the website (II.A.14-1 Industry Accreditation: <http://link.deanza.edu/IIA14-1>).

Each program is reviewed annually through the Instructional Planning and Budget Team (IPBT) evaluation process, which determines funding and faculty assignments (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). All courses are also on a five-year curriculum review cycle, which helps assess whether they meet current academic and industry standards and trends (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). (II.A.14.Q1)

Student Learning Outcomes (SLOs) for Career and Technical Education courses are identified and evaluated by the faculty members who teach them. Each course has been through at least one evaluation cycle and is now on at least the second cycle (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). SLOs are included in the college catalog course description and are listed in syllabi distributed to students in each course.

In addition, the college maintains an advisory committee for each CTE program, as required by the Carl D. Perkins Career and Technical Education Act. The committees include representatives from related industries, former students and faculty from other schools. They provide feedback on current employment and other industry trends. The committee meetings are coordinated through the Workforce Education office at De Anza. Information can be found on the college website and on page 38 of the catalog (II.A.14-2 Workforce Education: <http://link.deanza.edu/IIA14-2>; I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>). (II.A.14.Q2)

Evaluation

The college meets this standard. De Anza takes steps to ensure that students who earn CTE certificates or degrees have developed the skills required for their chosen industry and are prepared for external licensing or certification requirements.

Evidence for Standard II.A.14

- II.A.14-1 Industry Accreditation: <http://link.deanza.edu/IIA14-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- II.A.14-2 Workforce Education: <http://link.deanza.edu/IIA14-2>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. (Federal Regulation)

Description

De Anza has a transparent and deliberate process for evaluating the viability of programs and addressing the impact of any decision to eliminate or significantly change a program.

The process for evaluating a program's viability or discontinuance includes consideration of the effects on students, as well as education and budget planning, issues of regional coordination for occupational programs, and community workforce and economic development needs. This process is generally triggered by an assessment, conducted by members of the Instructional Planning and Budget Team (IPBT), of results from the separate program review process.

From there, the consideration process also includes creation of a Viability Advisory Team, notice to the Academic and Classified senates, and discussion of the advisory team's recommendation at a meeting of the IPBT. A recommendation to suspend or discontinue a program must include "a timeline for a phasing-out period to ensure that all students in the program have the opportunity to complete the program" (II.A.2-8 Viability Procedures: <http://link.deanza.edu/IIA2-8>).

This is consistent with policy set by the Foothill-De Anza Community College District, which states that any decision to discontinue a program must include a "phase-out plan" with provisions to make sure students have an opportunity to complete the program and receive appropriate counseling (II.A.15-1 Board Policy 6015: <http://link.deanza.edu/IIA15-1>; II.A.15-2 Administrative Procedure 6015: <http://link.deanza.edu/IIA15-2>).

Evaluation

De Anza College meets this standard and the Policy on Institutional Degrees and Credits. The college has established processes for evaluating a program's viability and elimination, which include steps to ensure that students may complete the program with minimal disruption.

Evidence for Standard II.A.15

II.A.2-8 Viability Procedures: <http://link.deanza.edu/IIA2-8>

II.A.15-1 Board Policy 6015: <http://link.deanza.edu/IIA15-1>

II.A.15-2 Administrative Procedure 6015: <http://link.deanza.edu/IIA15-2>

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

II.A.16.Q1 How does the college evaluate the effectiveness of its courses and programs?

II.A.16.Q2 Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?

II.A.16.Q3 What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the program role in the overall college curriculum?

II.A.16.Q4 How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?

II.A.16.Q5 How does the college evaluate the effectiveness of its courses and programs offered in DE/CE mode? Is the process similar to courses and programs offered in traditional mode? What is the rationale?

II.A.16.Q6 What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?

II.A.16.Q7 How are results of evaluation of programs in DE/CE mode used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?

Description

De Anza has extensive processes for evaluating all its instructional programs, with an eye toward improving their quality and the outcomes for students. This is true for both face-to-face and online instruction.

In addition to evaluations by the Curriculum Committee, all instructional programs are regularly evaluated for quality and currency through the Annual Program Review Update (APRU) process and the Comprehensive Program Review (CPR) process (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>; I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). The program review process is led by the Instructional Planning and Budget Team (IPBT), a shared governance group with members representing constituency groups for faculty, classified staff, administrators and students.

During the APRU and CPR processes, faculty and staff from each program evaluate Student Learning Outcomes and discuss the attainment of student equity goals, as well as enrollment, retention and success data in the context of program resources, services, and personnel allotment.

Each APRU report concludes with a plan that ties into to the Educational Master Plan and the mission statement (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>; I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>). The plan considers how the program will sustain good practices that support student success and continue to close the equity gap. It also includes steps to revise ineffective practices and sets targets for future development based on the analysis of program review data obtained from TracDat, the online platform used to track student outcomes. (II.A.16.Q1)

The APRU and CPR processes are designed to consider such criteria as relevancy, appropriateness, Student Learning Outcomes, currency and future planning. The processes are applied consistently to collegiate, developmental and career technical programs. The reviews use a standard form to collect data from all these programs (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). (II.A.16.Q2)

The data collected from the APRU and CPR processes includes course enrollment, successful course completion, retention, class size and program awards such as certificates or degrees. This information is then disaggregated into statistics based on gender, race, age, educational preparedness and other variables. The data is further disaggregated to show performance by targeted student groups – African American, Filipino and Latina/o – and nontargeted students, to help efforts to close the equity gap for those groups.

The formal program review process can include curriculum review and a comprehensive review of the program's role in the overall college curriculum. Results of the reviews are used in conversations by faculty and staff in each program area, which in turns leads to

development of plans for improving the quality and relevance of instructional programs and courses.

These plans can include revising curricula and improving educational pathways through degree, certificate or transfer programs. It may also include improvements in resource or personnel allocation, outreach and marketing or other elements of program operations. (II.A.16.Q3)

Results from the APRU and CPR are used in the planning processes by the college allocates resources, including human resources, and facilities. The Office of Institutional Research and Planning updates the data from these reviews every year, and makes it available to all campus programs and to the IPBT (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). This helps inform planned program improvements and ensures that faculty and departments have the most recent data on student and program performance.

As a result of these evaluations, the college makes decisions to allocate resources and personnel to programs and areas that are working to close the equity gap and serve the most vulnerable student populations. The evaluations can also help direct resources and personnel to areas in which enrollment is increasing, often in response to industry demands as well as employment opportunities. (II.A.16.Q4)

The college evaluates the effectiveness of its online instruction in the same way it evaluates all courses and programs. This is based on the rationale that online instruction is an important component of De Anza's overall mission to promote success and equity for all members of a diverse student population. That includes providing broad access to education and flexibility for students in their choice of learning methods and environments.

Similarly, online education is part of the college's integrated planning and resource allocation process. The Online Education Center requests resources through the program review process as well. Resource allocations are ranked by vote of the IPBT team and approved by College Council.

As with face-to-face courses, online courses undergo annual program reviews and a comprehensive review every six years. Online courses are also subject to the same SLO process and curriculum review process as face-to-face courses (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>; I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>).

The college has established an Institutional Metric for online learning, as outlined in the Educational Master Plan. The metric calls for the annual course completion rate for online courses to be 75 percent by 2020. The five-year average is 65 percent and the current annual rate is 71 percent, so the trend is positive. The aspirational goal for this metric is 77 percent, while the standard goal is 64 percent. As part of the annual review, the Office of Institutional Research and Planning will monitor and share progress on attaining this goal by 2020. (II.A.16.Q5).

The data available for evaluating online courses at De Anza is the same kind of data available for face-to-face instruction. This includes program review data sheets (I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>), as well as the ability to disaggregate the data

for any course, based on its online status, within the Program Review Tool and the Inquiry Tool. As with all courses, the faculty develops and revises online and hybrid courses through the regular curriculum review processes.

In addition, when an online course is submitted to the Curriculum Committee, faculty are required to provide additional documentation that the course will satisfy the requirements of regular and effective contact, accessibility and the means by which the course will be delivered online (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). (II.A.16.Q6).

The role of online learning was highlighted in the college's Educational Master Plan (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>), which noted that the Online Education Center is implementing strategic plans developed over multiple work sessions in summer 2014. Online education staff worked with the Online Education Advisory Group and instructional deans to identify priorities for continuous improvement and service to students and faculty. The plans also address accreditation expectations and state and federal regulations. The clear focus on quality teaching and learning in the online environment, while addressing disparate student outcomes in online courses, demonstrates the college's focus on equity overall.

These strategic planning efforts focused on significant opportunities for online education, particularly a framework for centralizing support of hybrid courses, and strategic approaches to planning online course offerings. Additional opportunities include the identification of additional resources to benefit students, such as those established by the statewide Online Education Initiative (OEI), as well as digital literacy efforts and the creation of a resource hub for teaching with technology (II.A.16.Q7).

Evaluation

De Anza meets this standard and the Policy on Institutional Degrees and Credits. The college regularly evaluates the quality and relevance its instructional programs, including collegiate, developmental and career technical education programs. The evaluation and review process is designed to improve the quality of instruction and learning outcomes, regardless of whether instruction is delivered face-to-face, online or in a hybrid mode. Consistent processes are used to review and assess all programs.

Evidence for Standard II.A.16

- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>

Standard II: Student Learning Programs and Support Services

II.B Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

II.B.1.Q1 What information about student learning needs is provided by instructional faculty and staff to inform the selection of library resources?

II.B.1.Q2 How does the institution assess the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety?

II.B.1.Q3 How does the institution know it has sufficient depth and variety of library materials to meet the learning needs of its students?

II.B.1.Q4 Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility?

II.B.1.Q5 How are comparable services provided to DE/CE students and students at off-site locations? (Federal Regulation)

II.B.1.Q6 What is the availability of electronic access to library materials and learning support services? (Federal Regulation)

Description

De Anza supports student learning through the Library and a host of other learning support services, as follows:

The A. Robert De Hart Library offers extensive resources for students on campus and online. The physical library collection includes more than 76,000 printed books, 5,600 units of audiovisual media, 32 periodicals subscriptions and 58 electronic databases, as well as textbooks available for check out by students. The reference desk is staffed 9 a.m. to 9 p.m., Monday through Thursday, and 9 a.m. to 4 p.m. on Friday. Two open computer labs provide access to computers, productivity software and printing for all De Anza students. Library staff members offer assistance in these labs 8 a.m. to 9 p.m., Monday to Thursday, and 8 a.m. to 4 p.m. on Friday (II.A.7-6 Library: <http://link.deanza.edu/IIA7-6>).

Students can also obtain assistance from a librarian via telephone during Library hours. They can also opt to enroll in online courses taught by Library faculty, including Library Research Skills, Business Resources on the World Wide Web, and Advanced Internet Searching. Library users can also request interlibrary loans by using a form available on the website. The Library also considers requests for materials not available in the print or electronic databases. Contact information is provided for students and faculty to submit materials requests, which are reviewed by librarians.

The Online Education Center provides support services for online courses. Staff members respond to student inquiries and troubleshoot technical or account problems during regular hours of operation, which are 9 a.m. to 5 p.m., Monday through Thursday, and 9 a.m. to 4 p.m. on Friday (I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>).

Online Education Center staff act as a liaison as necessary between students and online instructors or campus services. At the beginning of each quarter, on-campus “welcome” or “readiness” sessions are offered as a way for students to become more familiar with the logistics of taking an online course and learn about ways to maximize their success in an online environment.

The center’s webpages include contact information, an orientation and a comprehensive student resource section. Students can view a readiness video, take an assessment to help decide if online courses are right for them, and access such services as online tutoring, course management system user guides and technical support. Students may also find a listing of all online courses and information provided by online faculty, such as syllabi and contact information. Toward the end of each quarter, in order to reflect the schedule for the next quarter, this information is updated daily.

Students can get assistance by phone during the center’s regular hours, or use the 24-hour technical support system to submit a help request. Staff members prioritize requests and respond in a timely manner during regular hours by replying through the system or contacting the student by phone.

The **Student Success Center** (SSC), part of the Learning Resources Division, provides free drop-in, weekly individual, and/or group tutoring in several locations on campus (II.B.1-1 Student Success Center: <http://link.deanza.edu/IIB1-1>). These include:

- The Math, Science and Technology Resource Center provides free drop-in, individual, and group tutoring in math and science by trained peer tutors and instructional support specialists.
- The Writing and Reading Center provides free drop-in, individual and group tutoring in writing and reading, both within Language Arts and across the curriculum. Trained peer tutors and instructional support specialists assist students in both developmental and college level Language Arts classes. Students in the lowest levels of developmental classes participate in the Customized Academic Support Program, which requires four hours of activities in the SSC. These can include small group modules, drop-in or weekly one-on-one peer tutoring, skills workshops or directed learning activities. Support is also available for writing and reading assignments in courses outside Language Arts.
- The Academic Skills Center offers workshops that are open to all De Anza students. Study skills workshops include Anti-Procrastination, Tests with Less Stress, Find Your Learning Strength, Note-taking in Class and Textbook Reading. Grammar and writing workshops include Pre-writing, Creating Dynamic Thesis Statements and Editing and Revision. (II.B.1-2 Academic Skills Workshop: <http://link.deanza.edu/IIB1-2>) The center also offers Adjunct Skills courses, which are half-unit, pass/no pass supplemental instruction sections linked to specific high-enrollment general education courses. These adjunct courses combine activities related to course content with activities to build learning skills (II.B.1-3 Adjunct Study Skills: <http://link.deanza.edu/IIB1-3>).

- The Listening and Speaking Center provides a comfortable, safe environment for English language learners to practice their skills by attending workshops, using computer software, and meeting with tutors and conversation partners.

All Student Success Center peer tutors undergo rigorous training and are required to take a tutor training course: LRNA 98 (math/science), LRNA 96 (group and general subject), LRNA 97 (writing and reading) or LRNA 98 (general subject). All new tutors in training are mentored by senior tutors, who review their video recorded sessions. These courses meet College Reading and Learning Association (CRLA) tutor training guidelines.

For online tutoring, the college has contracted with Smarthinking, a commercial service operated by Pearson, since 2014. Prior to this, online and evening students did not have access to the same support resources as students who take on-campus classes during the day. Smarthinking provides 24 hours a day, seven days a week online tutoring for all De Anza students. Usage reports are tracked regularly and show high numbers of students getting online help in math, accounting, and the Essay Center. In 2015-16, for example, 1,710 students completed 6,410 sessions and 4,188 hours of online tutoring. Usage was so high that several contract revisions were required to accommodate student demand.

Many SSC programs are housed in the Advanced Technology Center, where recent renovations provided new furniture and space arrangements that greatly enhanced the environment for tutoring. The SSC staff includes one faculty co-director (language arts, social science, business, languages); one classified co-director (math and science); five classified instructional support technicians (three for math and science, two for language arts); one classified instructional support coordinator; one classified skills coordinator; one administrative assistant; and 250 student tutors working in various SSC locations. An additional instructional support technician will be added in fall 2017, through an inter-division transfer.

The Library gains information about student learning needs through regular collaboration between faculty and staff. This helps the Library determine what resources to acquire and provide.

For a number of courses each term, librarians work with instructors to provide customized informational sessions about library resources and research tools or other specialty topics. Instructors also make recommendations for Library purchases, using a faculty services webpage. Many faculty members identify course reserve materials for students to check out. The Library also uses funding from the De Anza Student Body (DASB) organization to make purchases for course reserves.

In addition, librarians are fully engaged in the academic work of the campus community. One librarian serves on the Curriculum Committee, which reviews course updates and new course offerings. Another librarian serves on the Academic Senate. All librarians have weekly shifts at the reference desk, working directly with students on course assignments and research projects. All full- and part-time librarians share in collection development duties. Librarians follow the Association of College & Research Libraries Guidelines for University Library Services to Undergraduate Students. The guidelines are summarized as, “The library should provide varied, authoritative and up-to-date resources that support its mission and the

needs of undergraduate users” (II.B.1-4 ACRL Guidelines: <http://link.deanza.edu/IIB1-4>). (II.B.1.Q1)

De Anza assesses the effectiveness of services provided by the Library, Student Success Center and Online Education Center through Annual Program Reviews.

As part of that process, the Library reviews circulation reports, database usage reports and assessments of Student Learning Outcomes for Library orientation sessions. The Library has conducted several computer lab surveys, including surveys after the lab was updated two years ago, and after a self-service computer checkout system was implemented. Reference services will be assessed this academic year.

Surveys have been used to improve outreach to faculty and service to students. Computer lab surveys have led to enhancements such as attached headphones for each computer, group study workstations and an adjusted ratio of PCs to Macs in the West Computer Lab. The assessment of Library orientation sessions has led to a focus on tangible academic outcomes, such finding an approved research article or creating citations.

The college assesses the effectiveness of the Student Success Center through online student surveys and institutional research data on the success rates of students who use SSC services, compared to those who do not. The SSC also collects and analyzes usage data. The SSC has defined its learning outcome as follows: “After participating in Success Center programs for an appropriate amount of time, and within the context of each student’s individual needs, students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance” (II.B.1-1 Student Success Center: <http://link.deanza.edu/IIB1-1>).

Program reviews for the Online Education Center incorporate report data generated by the Office of Instruction and the Office of Institutional Research and Planning. These reports include data on student enrollment, headcount, FTES, FTEF, WSCH, productivity, sections and success, disaggregated by gender, ethnicity and other demographic variables. These reports are used to monitor, plan and improve the college’s course and program offerings for both traditional and online courses. (II.B.1.Q2)

De Anza determines the adequacy of its Library materials through continuous and ongoing communication with faculty and students. This includes responding to requests for materials that are not readily available in the Library.

A student survey conducted in spring 2016 found that 93 percent or 797 respondents either agree or strongly agree that the college supports learning by having services such as Library collections, tutoring, counseling learning centers, and computer labs available for student use. Only 4 percent disagreed or strongly disagreed (I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>).

A survey of college employees found 78 percent of respondents agree or strongly agree that the college provides sufficient access to the Library and other learning support services, whether face-to-face or online. (I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>).

In addition, librarians maintain close ties to instructional faculty and every librarian works at the reference desk working directly with students.

The Library has a guaranteed yearly instructional materials allocation of \$125,000. In recent years the Library has requested and has been granted \$15,000 per year from DASB for the purchase of textbooks to place on reserve. In acknowledgment of the high cost of textbooks, expensive and high-demand textbooks are prioritized in order to help address the needs of low-income students.

The Library has gradually shifted spending from physical items such as books and DVDs to electronic databases, which are available 24/7. The current ratio of spending is three to one in favor of electronic material. (II.B.1.Q3)

The Library supports all students and instructional programs equally. All Library databases are accessible to people with disabilities. Accessibility workstations with specialized software are provided in the Library and both computer labs.

Library databases are purchased from the Community College Library Consortium, which requires vendors to show their materials are accessible to people with disabilities. (II.B.1-5 EBSCOhost Compliance: <http://link.deanza.edu/IIB1-5>)

The Library uses streaming video databases – including Films on Demand and Kanopy – that provide captions or sub-titles. If an instructor finds a film without captions, he/she can send in a request to have captions added.

Although most databases are a general academic resource for undergraduate students, there are several which are specialized for the college's career technical programs. These include Lexis-Nexis for paralegal students, Health Source for nursing students, Auto Repair Reference Center for automotive technology students and Testing & Education Reference Center for college preparation tools and career tools. (II.B.1.Q4)

The Library serves online students through its website (II.A.7-6 Library: <http://link.deanza.edu/IIA7-6>). All De Anza College students, faculty and staff can access the online catalog, e-books, streaming films and databases – from on- or off-campus at any time – by logging on with their campuswide ID and password. (II.B.1.Q5)

In addition to 154,927 e-books and more than 22,000 streaming films, more than 20 academic databases are available through the Library website. These provide online access to full-text newspaper, magazine and scholarly journals as well as reference materials.

The Library recently worked with the Communication Studies Department and the Office of Communications to create a seven-part Information Literacy Video Series, which is available through the Library web site as well as the Films on Demand database (II.B.1-6 Information Literacy Videos: <http://link.deanza.edu/IIB1-6>). The series was designed to help fulfill the Information Literacy Institutional Core Competency.

Online learning support is available to all students at De Anza through the Smarthinking service, which provides 24/7 live tutoring for math classes and asynchronous support for essays and grammar (II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>). Students

may post questions at any time, and live online tutoring for most subjects is offered most evenings and weekends according to the posted schedule.

Smarthinking is available to students through their portal, with links provided through all online classes as well as the Student Success Center website. Many instructors also provide links to the online tutoring information and encourage their students to use the service. In 2017 the college is piloting NetTutor, the online tutoring system adopted by the systemwide Online Education Initiative (OEI). (II.B.1.Q6)

During a restructuring of the Student Success Center in 2011, faculty from the Language Arts division worked with the Student Success Center to develop the Customized Academic Support (CAS) program of supplemental instruction for students in the “gatekeeper” or lowest level of basic skills reading and writing courses.

As part of that program, students taking Fundamentals of Writing (EWRT 200) and Reading Fundamentals (READ 200) must complete four hours of activities in the SSC. These can include small group modules, drop-in or weekly peer tutoring, skills workshops or directed learning activities. Students in Developing Reading and Writing Connections (LART 200) complete six hours. SSC staffers visit each class to explain the program and distribute activity “menus.” Instructors and students then determine, based on each student’s individual needs, which activities would provide the most benefit to support the student’s learning in class (II.B.1-7 Customized Academic Support: <http://link.deanza.edu/IIB1-7>).

Supplemental instruction is also available to support student in English as a Second Language courses (ESL 251 and 253). The Listening and Speaking Center offers special support workshops on presentation skills, pronunciation, sentence variety and verb tense. Instructors use diagnostic tools provided by the center to determine the specific topics that best meet each student’s needs. (II.B.1-8 Listening and Speaking Center: <http://link.deanza.edu/IIB1-8>)

In addition to supplemental instruction for developmental level math and English, De Anza also has a robust program of supplemental instruction for support students in certain high-enrollment general education courses. The Adjunct Skills program is an optional program that serves students in both basic skills and college-level courses as they work in weekly, tutor-led small groups to review course content and practice applying study skills to course material. Tutors are selected by content instructors and are often students who took the program in a previous quarter. They are hired and supervised by the skills coordinator in the Student Success Center.

Adjunct tutors complete a training course for group tutors during their first quarter of tutoring and learn to use collaborative learning approaches to encourage active learning and metacognition among students in the groups. In addition to the small group activities, students complete four Skills Labs, which can include in-person skills workshops or online activities (II.B.1-3 Adjunct Study Skills: <http://link.deanza.edu/IIB1-3>).

Evaluation

De Anza meets the standard, Eligibility Requirement 17 and the Policy on Distance Education. The college provides extensive library and learning support resources through the Library, Online Education Center and Student Success Center. The Library has a substantial

and growing collection of digital materials, available online to all students, in addition to its 76,000 printed books and other resources. The Online Education Center and Student Success Center provide tutoring and other assistance both in person and online, through several specialized support programs.

The Library and both centers work closely with faculty and students to assess student needs, and all three participate in Annual Program Reviews to evaluate their effectiveness. Online materials and support services are available to all students and are accessible to people with disabilities. In addition, the college has created specialized instruction and tutoring programs to assist basic skills and college-level students in gatekeeper and developmental courses.

Evidence for Standard II.B.1

- II.A.7-6 Library: <http://link.deanza.edu/IIA7-6>
- I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>
- II.B.1-1 Student Success Center: <http://link.deanza.edu/IIB1-1>
- II.B.1-2 Academic Skills Workshop: <http://link.deanza.edu/IIB1-2>
- II.B.1-3 Adjunct Study Skills: <http://link.deanza.edu/IIB1-3>
- II.B.1-4 ACRL Guidelines: <http://link.deanza.edu/IIB1-4>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- II.B.1-5 EBSCOhost Compliance: <http://link.deanza.edu/IIB1-5>
- II.B.1-6 Information Literacy Videos: <http://link.deanza.edu/IIB1-6>
- II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>
- II.B.1-7 Customized Academic Support: <http://link.deanza.edu/IIB1-7>
- II.B.1-8 Listening and Speaking Center: <http://link.deanza.edu/IIB1-8>

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

- II.B.2.Q1 What information about student learning needs is provided by instructional faculty and staff to inform the selection of educational equipment and materials to support student learning?
- II.B.2.Q2 How does the institution assess the effectiveness of its library and learning support equipment and materials in terms of quantity, quality, depth and variety?
- II.B.2.Q3 How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students?
- II.B.2.Q4 What information about the learning needs of DE/CE students is provided by instructional faculty and staff to inform the selection of library resources?
- II.B.2.Q5 What equipment to support student learning is available to students studying in DE/CE mode?

II.B.2.Q6 By what means is the library collection made available to students with remote access to the institution? How does the institution know that these means address the learning needs of the students?

II.B.2.Q7 What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes for students studying in DE/CE mode?

Description

Through the Library and other services, the college acquires and maintains educational equipment and other materials with an eye toward meeting the learning needs of a diverse student population. As with all Library resources, the selection of educational equipment and support materials is informed by collaboration and information-sharing between faculty and staff.

One librarian serves on the Curriculum Committee, which reviews course updates and new course offerings. Another librarian serves on the Academic Senate. All librarians teach Library orientations and work directly with instructional faculty. Ongoing relationships with service areas such as the Student Success Center, Online Education Center and Disability Support Programs and Services (DSPS) also provide opportunities for input, assessment and collaboration about student learning needs.

Through a recent major renovation, the Library gained seven new group study rooms, bringing the total to 11. Ten of these rooms have a large computer monitor that students can use to augment group work. These rooms were reserved 6,512 times in the period of February to December 2016. The remodeling of the Library also replaced a cramped, 20-seat instructional computer lab with a much larger, 48-seat lab. The remodel was a direct response to the demand for group study rooms and varied study spaces, with access for students who bring their own technology as well as those who need to use college-owned computers. (II.B.2.Q1)

The Library also uses surveys to identify student needs and assess whether its equipment and other materials are effective in terms of quantity, quality and variety. After reviewing data from a 2011 computer lab survey, for example, the Library chose to deploy a mixture of PC and Mac computers, while providing Apple iMacs with 27-inch displays for group work stations.

In addition, the Library has responded to survey data by installing specialized software that lets students reserve computers and helps manage available computers during peak demand hours. Annual surveys of students who use the computer lab also revealed the need for Adobe software used in graphics design courses (II.B.2-1 Library West Computer Survey: <http://link.deanza.edu/IIB2-1>). The Library has now installed Adobe Creative Cloud on more than 20 computers in the West Computer Lab. (II.B.2.Q2)

Because librarians at De Anza work closely with the faculty and interact regularly with students, they can ensure that Library equipment and other materials are sufficient to meet student needs.

The Library has a yearly instructional materials budget of \$125,000. It has gradually shifted spending from physical items, such as books and DVDs, to electronic databases that are

available 24/7. The current ratio of spending on digital materials to physical items is three to one.

For example, the Library has added an additional 100,000 e-books to its collection, since the last accreditation visit, through a subscription to the EBSCO service (II.B.2-2 EBSCO: <http://link.deanza.edu/IIB2-2>). (II.B.2.Q3)

The Library works with the Online Education Center to gather input and assess the needs of students taking online courses. Librarians also meet regularly with online faculty through their work on campus committees. (II.B.2.Q4)

The Library provides a variety of electronic databases that are available to all students, including those taking online courses. In addition, the Library has computers and workstations available for all students to access online materials. (II.B.2.Q5)

All online databases are available remotely at any hour to students who access the Library through their web-based portal, MyPortal, which verifies that they are enrolled.

Since a majority of De Anza students participate in both online and face-to-face instruction, the Library assesses learning needs for the latter and works to provide all students with equitable access to resources. (II.B.2.Q6)

The Library offers research courses online and regularly assesses Student Learning Outcomes for those courses. In addition, the courses are subject to the regular program review process, which provides data on student performance for the library faculty and staff (II.B.2-3 Library Program Review: <http://link.deanza.edu/IIB2-3>). (II.B.2.Q7)

Evaluation

The college meets this standard and the Policy on Distance Education. The Library works closely with faculty members across campus to provide sufficient educational equipment, computers and other learning materials to support student learning.

Evidence for Standard II.B.2

II.B.2-1 Library West Computer Survey: <http://link.deanza.edu/IIB2-1>

II.B.2-2 EBSCO: <http://link.deanza.edu/IIB2-2>

II.B.2-3 Library Program Review: <http://link.deanza.edu/IIB2-3>

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.B.3.Q1 What methods does the institution use to evaluate its library and other learning support services? Does the evaluation assess use, access, and relationship of the services to intended student learning? Does the evaluation include input by faculty, staff and students?

II.B.3.Q2 Does the evaluation of library and other learning support services include assessment of use, access, and relationship of the services to intended student learning outcomes for DE/CE programs? Does the evaluation include input by faculty, staff, and students?

Description

De Anza regularly evaluates its Library and learning support services, using the regular program review process and other means to assess whether these services are meeting students' learning needs and to guide future improvement.

For example, the Library reviews circulation reports and database usage reports, and assesses at least one Student Learning Outcome each year, in addition to the regular program review (II.B.2-3 Library Program Review: <http://link.deanza.edu/IIB2-3>).

The Library also uses surveys to improve both faculty outreach and student services. The Library has conducted several computer lab surveys, including surveys after the lab was updated two years ago, and after a self-service computer checkout system was implemented. Reference services will be assessed this academic year.

Computer lab surveys have led to enhancements such as attached headphones for each computer, group study workstations and an adjusted ratio of PCs to Macs in the West Computer Lab. The assessment of Library orientation sessions has led to a focus on tangible academic outcomes – such as finding an approved research article or creating citations.

Library faculty members serve on the Academic Senate, Curriculum Committee and the Technology Committee, on which there are opportunities for direct feedback on Library services.

Similarly, the Student Success Center assesses its services and Student Learning Outcomes through online surveys and program review data on the success rates of students who use the services compared to those who do not (II.B.3-1 Student Success Center Program Review: <http://link.deanza.edu/IIB3-1>). The center also collects and analyzes usage data.

The Online Education Center also uses surveys of students, faculty and staff, in addition to being assessed as part of the program review cycle (I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>). (II.B.3.Q1)

The college addresses the relationship of learning services to learning outcomes for online students during regular evaluations of the Library and other services. A majority of De Anza's student population takes some form of hybrid or online course, so evaluations of the Library and other learning services are focused on all modes of instruction.

Major learning support services at De Anza participate in the regular program review process (II.B.2-3 Library Program Review: <http://link.deanza.edu/IIB2-3>; II.B.3-1 Student Success Center Program Review: <http://link.deanza.edu/IIB3-1>; I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>).

In addition, faculty members from the Library serve on campus bodies such as the Academic Senate, Curriculum Committee and Technology Committee, where they have opportunities to

gather direct feedback regarding learning needs and services for all students, including those participating in online instruction.

Librarians regularly review and assess the materials offered to support students in both face-to-face and online courses, to ensure diversity of learning support materials. Databases are reviewed and selected in consideration of student needs, disciplinary content and other measures. For example, the Library recently invested in Kanopy, a streaming media database, which provides a wide range of captioned media for use in online courses.

The Library also has close relationships with other services including the Student Success Center, Disability Support Programs and Services, and the Online Education Center, which provide more avenues for input and assessment from the faculty, staff and students. (II.B.3.Q2)

Evaluation

The college meets this standard. De Anza's Library and other learning support services are regularly evaluated to assure they are meeting student needs. These evaluations include measurement of Student Learning Outcomes, along with campus surveys and other assessment methods. The results have led to demonstrable changes that improve service to students.

Evidence for Standard II.B.3

II.B.2-3 Library Program Review: <http://link.deanza.edu/IIB2-3>

II.B.3-1 Student Success Center Program Review: <http://link.deanza.edu/IIB3-1>

I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>

II.B.3-1 Student Success Center Program Review: <http://link.deanza.edu/IIB3-1>

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

II.B.4.Q1 What contracts, if any, exist for the provision of library and learning support services? What processes does the institution have for evaluating and ensuring the quality of those contracted services? How does the institution gather information to assess whether the services are being used and are effective? (Federal Regulation)

Description

De Anza College has offered online tutoring through a contract with Smarthinking, a commercial tutoring service, since spring 2014 (II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>). This arrangement provides equal access to support services for daytime, evening and online students.

The college regularly tracks usage reports for this service, which show high numbers of students getting online help in math, accounting and the Essay Center. In 2015-16, for example, 1,710 distinct students completed 6,410 sessions and 4,188 hours of tutoring. The high usage prompted the college to revise the contract several times to accommodate student demand.

The Student Success Center staff monitor the effectiveness of the services provided under this contract. The center tracks results from surveys that students are asked to complete after each online tutoring session. In addition, each session is archived so staff can examine the interactions between students and online tutors. Results from student surveys and analysis of actual sessions show the service is very effective and students are very satisfied (II.B.4-1 Student Success Center Surveys: <http://link.deanza.edu/IIB4-1>). (II.B.4.Q1)

Due to a desire to align with the statewide Online Education Initiative (OEI), together with concerns about the cost of Smarthinking, the college plans to begin a pilot implementation of NetTutor.com in spring 2017 to determine whether it satisfies student needs.

Evaluation

The college meets this standard and Eligibility Requirement 17. De Anza monitors both the usage and quality of online tutoring provided under a monitored, revised and reviewed contract with an outside vendor.

Evidence for Standard II.B.4

II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>

II.B.4-1 Student Success Center Surveys: <http://link.deanza.edu/IIB4-1>

Standard II: Student Learning Programs and Support Services

II.C Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

II.C.1.Q1 By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?

II.C.1.Q2 How does the institution identify the needs for support services related to DE/CE programs, and how does it ensure that these needs are addressed? By what means does the institution assure the quality of its student support? (Federal Regulation)

II.C.1.Q3 How does the college prepare and monitor DE/CE students to be successful? Are counseling and other student support services available for DE/CE students?

II.C.1.Q4 Are counseling and other student support services available for DE/CE students?

Description

De Anza College regularly evaluates the quality of its student support services through direct observation, formal program reviews and student feedback. The quality of service and plans for improvement are discussed at meetings of the Student Services Planning and Budget Team (SSPBT), as well as managers' and division meetings.

Support services are offered to students in all modes of instruction, including face-to-face, online or hybrid courses. Services are organized in a manner that guides students through steps that lead to course enrollment, academic success and completion of goals, such as earning a degree or certificate or transferring to a four-year college or university.

Students enter the college either by independent application or through the efforts of counselors and staff in the Office of Outreach and Relations with Schools. Additional high school recruitment is conducted by Disability Support Program and Services (DSPS), Extended Opportunities Programs and Services (EOPS), Financial Aid and Foster Youth. The following support services assist students with access and progress through their experience at De Anza:

- Admissions
- Assessment
- College Life
- Counseling and Advising
- Disability Support Programs and Services (DSPS)
- Extended Opportunities Programs and Services (EOPS)
- Financial Aid
- Foster Youth
- Health Services
- Outreach and Relations with Schools
- Veteran Services

De Anza offers core services within a systematic framework, which includes plans and resources provided through the state's Student Success and Support Program (SSSP) and Student Equity initiatives. The college is committed to the vision for SSSP as articulated by the state chancellor's office:

The SSSP is an exemplary student services model with an emphasis on at-risk students using evidence-based, innovative approaches that promote student access and success. SSSP integrates student and instructional services to promote institutional responsibility and accountability for student success (II.C.1-1 SSSP Handbook: <http://link.deanza.edu/IIC1-1>).

As a key element of that vision, the college is assigning counselors to instructional divisions and programs, where they can work more closely with students and offer assistance that is tailored to their field of study.

In addition, the Office of Outreach and Relations with Schools is also delivering SSSP-mandated core services in local high schools and on the De Anza campus. This includes pre-enrollment assessment, orientation and development of abbreviated education plans for prospective students and counseling and advising and follow-up for at-risk students after they enroll.

Since the 2015-2016 academic year, the college has assigned counselors to three divisions – Biological, Health and Environmental Sciences; Language Arts; and Physical Education and Athletics – and the following programs: First Year Experience, International Student Programs, Math Performance Success, Office of Outreach and Relations with Schools, Puente, Umoja and Veteran Services. These are in addition to counselors who have long been assigned to work with Disability Support Programs and Services (DSPS) and Extended Opportunities Programs and Services (EOPS).

De Anza assures the quality of student support services through program reviews (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). Each service area analyzes student success data, in comparison with the college as a whole, and makes recommendations on ways to improve each area. In addition, Student Services programs develop, measure and evaluate Student Services Learning Outcomes (SSLOs) each year (I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>). The process of developing Student Success and Support Program (SSSP) and Student Equity plans helps to ensure that student services are aligned with the college's overall mission (II.C.1-2 SSSP: <http://link.deanza.edu/IIC1-2>; II.C.1-3 Student Equity Plan Information: <http://link.deanza.edu/IIC1-3>). The college also surveys students for feedback (II.C.1-4 CCSSE Student Survey: <http://link.deanza.edu/IIC1-4>; I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>).

Those in Student Services also address the quality of programs through regular discussions with colleagues, at conferences and training sessions, and by integrating the student success factors identified by the RP Group, a nonprofit research group that supports California community colleges, and other best practices. (II.C.1.Q1)

De Anza identifies the student support needs for its online programs through the regular program review process (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). The college ensures these needs are addressed by providing opportunities for students to remotely engage with student services. The college is also guided by the ACCJC Substantive Change Manual (II.C.1-5 Substantive Change Manual: <http://link.deanza.edu/IIC1-5>) and the approved Substantive Change Proposal submitted in 2016, which describes the growth of online education at De Anza and identifies services needed by those students (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (II.C.1.Q2)

The college prepares students to succeed in online education courses by having them complete an assessment for online learning, which helps the students determine if online instruction is appropriate for them (II.C.1-6 Online Readiness Survey: <http://link.deanza.edu/IIC1-6>). The Online Education Center provides support and ongoing services to students before and after they enroll, as well as faculty to support student success in the online environment. The program review process also monitors and tracks student success in online programs. (II.C.1.Q3)

De Anza offers a range of support services for students enrolled in online education classes. These include:

- Admissions
- Orientation
- Registration
- Counseling/Advising
- Financial Aid
- Communication with students by phone, email
- Tutoring services
- Graduation applications
- Transcript requests

The college provides online orientation and scheduling of counseling appointments; several student services forms are also available online. Students can request information and accommodation from the office of Disability Support Programs and Services by using Clockwork, an online scheduling system. Other programs and instructional areas use the eSARS online scheduling system. The general counseling office is testing the use of videoconferencing platforms such as Skype and Zoom. (II.C.1.Q4)

Evaluation

De Anza College meets this standard, Eligibility Requirement 15 and the Policy on Distance Education. The college regularly evaluates the quality of student support services through program reviews, formal planning processes, surveys and other means of gathering feedback. These sources indicate the college is continuously improving its services for students enrolled in online courses as well as those participating in face-to-face instruction. These services meet student's needs and support the overall mission of the college.

Evidence for Standard II.C.1

- II.C.1-1 SSSP Handbook: <http://link.deanza.edu/IIC1-1>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>
- II.C.1-2 SSSP: <http://link.deanza.edu/IIC1-2>
- II.C.1-3 Student Equity Plan Information: <http://link.deanza.edu/IIC1-3>
- II.C.1-4 CCSSE Student Survey: <http://link.deanza.edu/IIC1-4>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- II.C.1-5 Substantive Change Manual: <http://link.deanza.edu/IIC1-5>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- II.C.1-6 Online Readiness Survey: <http://link.deanza.edu/IIC1-6>

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

II.C.2.Q1 What assessment methods are used to ascertain the effectiveness of student support services?

II.C.2.Q2 How are evaluation results used to improve student services?

II.C.2.Q3 Does the college know where its DE/CE students come from? Are there state authorization requirements if there are out-of-state students?

II.C.2.Q4 How does the institution determine that students admitted to its DE/CE programs are able to benefit from these programs? How is this information taken into consideration in admissions policies and procedures?

II.C.2.Q5 What improvements have been made to the effectiveness of these services? Do the student support services expand as the growth of DE/CE expands?

Description

De Anza College is committed to evaluating its student support services, through the assessment of learning outcomes and other data. It uses those evaluations to identify student needs, provide appropriate services and to continuously improve those services.

The college has designated Student Services Learning Outcomes (SSLOs) as one of the three major units for outcome assessment, along with Student Learning Outcomes and Administrative Unit Outcomes. Student Services Learning Outcomes are designed to align closely with De Anza's mission statement and strategic initiatives (I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>). The college has created a handbook for developing and assessing SSLOs for each service program (II.C.2-1 SSLO Handbook: <http://link.deanza.edu/IIC2-1>).

De Anza also uses other forms of assessment to ascertain the effectiveness of student support services. Each method has a particular focus that helps the college address specific concerns. These include:

- Accreditation Survey (I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>)
- Community College Survey of Student Engagement (II.C.2-2 CCSSE: <http://link.deanza.edu/IIC2-2>)
- Student Success and Support Program planning (II.C.1-2 SSSP: <http://link.deanza.edu/IIC1-2>)
- Student Equity Plan (II.C.1-3 Student Equity Plan Information: <http://link.deanza.edu/IIC1-3>)
- Inquiry Tool for analyzing learning outcomes, with disaggregation of data by population characteristics (I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>)
- Program review data sheets for student services (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>)
- Data Mart webpage maintained by the California Community Colleges Chancellor's Office (II.C.2-3 CCCCCO Data Mart: <http://link.deanza.edu/IIC2-3>) (II.C.2.Q1)

The college uses the results of evaluation to improve student services. Faculty, staff and administrators review the findings and use them – along with other research, recommendations and knowledge of best practices – as the basis for changes or enhancements.

De Anza has begun assigning more counselors to instructional divisions and programs, where they can work more closely with students and offer assistance tailored to their field of study. This decision was based partly on findings in the Student Equity Plan, which identified populations that could benefit from closer attention and services. Allocations from the Student Success and Support Program (SSSP) and Student Equity Plan helped provide funding for these positions (II.C.2-4 Student Equity Plan: <http://link.deanza.edu/IIC2-4>).

Since the 2015-2016 academic year, the college has assigned counselors to three divisions – Biological, Health and Environmental Sciences; Language Arts; and Physical Education and Athletics – and the following programs: First Year Experience, International Student Programs, Math Performance Success, Office of Outreach and Relations with Schools, Puente, Umoja and Veteran Services. These are in addition to counselors who have long been assigned to work with Disability Support Programs and Services (DSPS) and Extended Opportunities Programs and Services (EOPS). (II.C.2.Q2)

De Anza monitors enrollment by out-of-state students in its online courses and has addressed state authorization requirements, applying for exemptions as appropriate (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). The college blocks out-of-state students from states that charge authorization fees to institutions. (II.C.2.Q3)

De Anza is committed to making sure that students benefit from its academic programs regardless of whether they are participating in face-to-face or online instruction. The college uses the curriculum review and program review processes to determine that all courses and programs meet the same standards for all students. All students who meet admission criteria are able to enroll in online courses. (II.C.2.Q4)

As demand for online courses has grown, the college has improved and expanded its support services for students enrolled in those courses. This includes online tutoring and advising (II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>; II.C.2-5 Online Advising: <http://link.deanza.edu/IIC2-5>). De Anza is also working with the California Community Colleges system on the statewide Online Education Initiative to improve access to online support services. De Anza identified student needs for online education and outlined plans to meet them in its Substantive Change Proposal last year (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (II.C.2.Q5)

Evaluation

The college meets this standard and the Policy on Distance Education by regularly identifying and assessing learning support outcomes for all of its students, including those participating in online education, as well as face-to-face courses. These evaluations are used to improve and expand student services.

Evidence for Standard II.C.2

- I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>
- II.C.2-1 SSLO Handbook: <http://link.deanza.edu/IIC2-1>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- II.C.2-2 CCSSE: <http://link.deanza.edu/IIC2-2>
- II.C.1-2 SSSP: <http://link.deanza.edu/IIC1-2>
- II.C.1-3 Student Equity Plan Information: <http://link.deanza.edu/IIC1-3>
- I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- II.C.2-3 CCCCCO Data Mart: <http://link.deanza.edu/IIC2-3>
- II.C.2-4 Student Equity Plan: <http://link.deanza.edu/IIC2-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>
- II.C.2-5 Online Advising: <http://link.deanza.edu/IIC2-5>

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

- II.C.3.Q1 How does the institution demonstrate that it assesses student needs for services regardless of location or mode of delivery, and provides for them?
- II.C.3.Q2 How are online and off-site location services evaluated? How well are services meeting the needs of students?
- II.C.3.Q3 How does the institution assure access to appropriate, comprehensive, and reliable services, such as but not limited to orientation, tutoring, counseling, and delivery of materials to students with remote access to information? (Federal Regulation)

Description

De Anza provides appropriate and comprehensive services to all students, regardless of whether they are participating in face-to-face or online instruction.

The college uses several methods to assess the needs of students involved in all locations and instructional delivery methods. These include evaluation of data gathered through the program review process (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>) and the assessment of Student Services Learning Outcomes (SSLOs), which are developed to align with De Anza's mission statement and strategic initiatives (I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>).

Student services at De Anza College are provided in a manner that guides students along a path to academic success. For example, the priority enrollment webpage lists the following

steps: apply for admission; declare a major; set a goal of transfer, degree or certificate; take placement tests; complete orientation; and create an educational plan (II.C.3-1 Priority Enrollment: <http://link.deanza.edu/IIC3-1>).

In addition, the major student support offices at De Anza organize workshops throughout the academic year. These are designed to increase students' knowledge about services that are available to assist them. Workshop sponsors include the offices of Counseling and Academic Advising, Disability Support Programs and Services, Extended Opportunities Programs and Services, Financial Aid, Student Health Services, and Psychological Services. The Office of Outreach and Relations with Schools organizes four annual conferences, each serving approximately 300 high school students, that provide a comprehensive introduction to academic programs and support services available at the college. Outreach also holds an annual New Student and Parent Open House attended by thousands of students and parents, and conducts hundreds of events in regional high schools each year. (II.C.3.Q1)

De Anza evaluates online services through the same program review process, learning outcomes assessment and student surveys that it has used for services provided in a face-to-face mode. Program reviews allow each service area to analyze student success data and make recommendations on ways to improve (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). Student Services Learning Outcomes also provide insight into how well the college's support programs are meeting students' needs (I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>). Additional feedback is gathered through student surveys (II.C.1-4 CCSSE Student Survey: <http://link.deanza.edu/IIC1-4>; I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>).

In addition, the college recently conducted a comprehensive review of resources and services available for online students. This review was part of the Substantive Change Proposal for online education that De Anza submitted in 2016 (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). The review found the college provides a comprehensive array of student services in multiple formats. (II.C.3.Q2)

De Anza has assured access to appropriate services for remote students through its website and other interactive online systems. For example, admission and registration processes are completed online (II.C.3-2 Admissions Information: <http://link.deanza.edu/IIC3-2>). An interactive online orientation is available to online students and all students (II.C.3-3 Online Orientation: <http://link.deanza.edu/IIC3-3>). Online students have access to individualized counseling and academic advising by emailing an adviser through the college's online advising tool (II.C.2-5 Online Advising: <http://link.deanza.edu/IIC2-5>). Textbooks, course materials and other supplies are available for purchase online from the college bookstore (II.C.3-4 Bookstore: <http://link.deanza.edu/IIC3-4>).

Forms for most campus services are available on the college website (I.C.12-1 De Anza Home Page: <http://link.deanza.edu/IC12-1>). Students can, of course, ask questions and get information by phone or email from faculty or staff at offices including Extended Opportunities Programs and Services (EOPS), Financial Aid, Student Health Services, Psychological Services, the Library and the Online Education Center (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). Online tutoring is available to all De Anza students through the Smarthinking service (II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>).

While some services, such as placement testing, are not currently provided online, the college is committed to continue assessing student needs and improving the services provided, both online and in person. (II.C.3.Q3)

Evaluation

De Anza meets this standard and Eligibility Requirement 15. The college makes appropriate, comprehensive and reliable support services available to students, and by making those services available in multiple modes of delivery.

Evidence for Standard II.C.3

- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>
- II.C.3-1 Priority Enrollment: <http://link.deanza.edu/IIC3-1>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- II.C.1-4 CCSSE Student Survey: <http://link.deanza.edu/IIC1-4>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- II.C.3-2 Admissions Information: <http://link.deanza.edu/IIC3-2>
- II.C.3-3 Online Orientation: <http://link.deanza.edu/IIC3-3>
- II.C.2-5 Online Advising: <http://link.deanza.edu/IIC2-5>
- II.C.3-4 Bookstore: <http://link.deanza.edu/IIC3-4>
- I.C.12-1 De Anza Home Page: <http://link.deanza.edu/IC12-1>
- II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

II.C.4.Q1 How does the institution determine what co-curricular programs are appropriate to its mission and students?

II.C.4.Q2 How does the institution evaluate the quality and effectiveness of its co-curricular programs?

Description

De Anza maintains appropriate co-curricular and athletic programs by considering student interest, participation and the results of program review to ensure that programs are aligned with the college's mission.

New programs are discussed by the college planning and budget teams (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>). Recommendations are then made to College Council and the president for final approval.

Examples of co-curricular programs include student government, student clubs, the Vasconcellos Institute for Democracy in Action (VIDA) and Community Partners for Service Learning/Community Service Learning (I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>; II.C.4-1 Community Service Learning: <http://link.deanza.edu/IIC4-1>). Faculty members may incorporate co-curricular projects into their teaching, through service-designated courses where students complete a certain number of hours in the community, as part of the class requirement. (II.C.4.Q1)

The college provides oversight to these programs that includes evaluating their effectiveness and ensuring they align with the college mission. The programs provide opportunities for students to develop many of the core competencies identified in the mission statement: communication and expression; information literacy; physical/mental wellness and personal responsibility; civic capacity for global, cultural, social and environmental justice; and critical thinking.

The Division of Student Development oversees several co-curricular programs including those involving student government and student clubs (II.C.4-2 Student Development: <http://link.deanza.edu/IIC4-2>). The De Anza Associated Student Body (DASB) has a substantial scope of responsibility, with 30 student leadership positions including elected officers and senators (II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>). The DASB raises revenue from its long-established Flea Market, which supports student government, clubs and college programs. The college works with the DASB and clubs to assure proper control of its finances and financial obligations.

The Office of Instruction oversees the Vasconcellos Institute for Democratic Action (VIDA) and Community Partners for Service Learning, which provide opportunities for students to develop leadership skills and other competencies. VIDA offers a Certificate in Leadership and Social Change, as well as opportunities to become engaged in work that has a wide-ranging social and political impact. These programs are subject to the regular program review process (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>) and the Instructional Planning and Budget Team planning process (I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>).

Athletic programs allow students to participate in sports that build mental and physical well-being, as well as capacities for leadership, engagement and personal responsibility. De Anza has 19 sports teams, nine for men and ten for women, including badminton, basketball, baseball, cross-country, football, soccer, swimming and diving, tennis, track and field, and water polo. These programs are a part of the Kinesiology/Athletics (formerly Physical Education/Athletics) instructional division. As such, they are included in the regular program review process (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>) and the Instructional Planning and Budget Team planning process (I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>). In addition, all athletic programs are in compliance with California Community College Athletic Association (CCCCAA) and Title IX regulations (II.C.4-4 Athletics: <http://link.deanza.edu/IIC4-4>). (II.C.4.Q2)

Evaluation

De Anza meets this standard and the Policy on Institutional Degrees and Credits by ensuring that co-curricular activities and athletic programs are aligned with the college mission. The college provides financial oversight and carries out regular reviews to assure the programs are operated in accordance with sound educational policy and standards of integrity.

Evidence for Standard II.C.4

- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>
- II.C.4-1 Community Service Learning: <http://link.deanza.edu/IIC4-1>
- II.C.4-2 Student Development: <http://link.deanza.edu/IIC4-2>
- II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- II.C.4-4 Athletics: <http://link.deanza.edu/IIC4-4>

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

- II.C5.Q1 Does the institution develop, implement, and evaluate counseling and/or academic advising?
- II.C.5.Q2 Does the evaluation of counseling and/or academic advising include how it enhances student development and success?
- II.C.5.Q3 Are these or comparable services available to online students and students attending other locations?
- II.C.5.Q4 How does the institution develop, implement, and evaluate counseling and/or academic advising and how do these initiatives ensure that the needs of DE/CE students are effectively addressed?
- II.C.5.Q5 Does the evaluation of counseling and/or academic advising include how it enhances DE/CE student development and success?

Description

De Anza College develops, implements and evaluates counseling and advising services from a student-centered perspective.

De Anza has incorporated findings from the RP Group, a nonprofit research organization that supports California community colleges, into the college's approach to counseling. The RP Group has identified a framework of "Six Success Factors" for student achievement, which are now part of De Anza counselors' job descriptions. The framework calls for students to feel directed, focused, nurtured, engaged, connected and valued (I.A.1-11 RP Success Factors: <http://link.deanza.edu/IA1-11>).

In the course of developing the Student Success and Support Program (SSSP) and the Student Equity Plan and other initiatives, the college has recognized that students can benefit from counselors who are experts in specific majors, disciplines or student groups (II.C.2-4 Student Equity Plan: <http://link.deanza.edu/IIC2-4>).

As a result, the college has assigned 24 counselors and one academic adviser to areas outside the general counseling and advising office. These include positions at three divisions – Biological, Health and Environmental Sciences; Language Arts; and Physical Education and Athletics – and the following programs: First Year Experience, International Student Programs (two positions), Math Performance Success (three positions), Office of Outreach and Relations with Schools (three counselors and one academic adviser), Puente, Umoja and Veteran Services. There are also seven counselors who have long been assigned to work with Disability Support Programs and Services (DSPS) and two with Extended Opportunities Programs and Services (EOPS).

In addition, there are 14 general counselors, two transfer counselors, one articulation counselor, one faculty articulation officer and seven academic advisers based in the general Counseling and Advising Center. All told, the college has 42 full-time counselors and eight academic advisers to serve a student population of 22,000.

The Counseling and Advising Center also offers academic courses and workshops to help orient students to the college and its academic programs and student services, as well as career planning (II.C.5-1 Counseling Courses: <http://link.deanza.edu/IIC5-1>). In addition to delivering services in person, counselors are working to add phone and videoconferencing services and developing protocols for those formats.

The college evaluates its counseling and advising services through the program review process and student surveys (II.C.5-2 Counseling Program Review: <http://link.deanza.edu/IIC5-2>; I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>). The college adjusts those services to meet student and programmatic needs, while drawing on expertise developed from training sessions, conferences and best practices in the field. (II.C5.Q1)

Enhancement of student development can be evaluated through a variety of tools that counselors and advisers use for measuring student progress. These tools – which include DegreeWorks, the Banner planning system, the Student Dashboard and reports from the Scheduling and Registration System (SARS) – can be used to devise interventions and engagement to support students in achieving their goals. (II.C.5.Q2)

Students in online courses can use the online advising tool to obtain individualized counseling and academic advising (II.C.2-5 Online Advising: <http://link.deanza.edu/IIC2-5>). Students can also use an online appointment system to schedule face-to-face meetings with counselors and advisers. De Anza also offers an interactive online orientation for all students (II.C.3-3 Online Orientation: <http://link.deanza.edu/IIC3-3>). (II.C.5 Q3)

De Anza develops counseling services to meet the needs of all students. Counseling services are evaluated through the program review process, tenure review and performance evaluations. Program reviews are designed to measure the success of all students, including online students. The needs of online students are also a component of tenure review and performance evaluations. (II.C.5.Q4)

De Anza is committed to improving services through evaluation, feedback and the use of best practices in the field of counseling and advising. (II.C.5.Q5)

Evaluation

De Anza College meets this standard by offering counseling and advising services throughout the college. Students have access to counselors in the general Counseling and Advising Center, programs that focus on specific student populations and concerns, and, increasingly, in instructional divisions. This ensures that students receive timely, accurate information about academic programs, graduation and transfer. Counselors throughout the college participate in conferences and training sessions to remain current in professional practices and knowledgeable about college programs and policies.

Evidence for Standard II.C.5

- I.A.1-11 RP Success Factors: <http://link.deanza.edu/IA1-11>
- II.C.2-4 Student Equity Plan: <http://link.deanza.edu/IIC2-4>
- II.C.5-1 Counseling Courses: <http://link.deanza.edu/IIC5-1>
- II.C.5-2 Counseling Program Review: <http://link.deanza.edu/IIC5-2>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- II.C.2-5 Online Advising: <http://link.deanza.edu/IIC2-5>
- II.C.3-3 Online Orientation: <http://link.deanza.edu/IIC3-3>

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Description

The college's policy on admission is aligned with De Anza's mission to serve "students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world."

The qualifications of students appropriate for admission are specified by official policy of the Foothill-De Anza Community College District (II.C.6-1 Board Policy 5000: <http://link.deanza.edu/IIC6-1>). This open-admission policy is consistent with Title 5 and the statewide mission for California Community Colleges.

The college defines and advises students on clear pathways to completing degrees, certificates and transfer goals through counseling, the catalog and the development of an educational plan.

Information about admissions is available on the college website, in the catalog, in orientation, and through information provided by the Office of Admissions. In addition, the Admissions Office assists students in obtaining admissions documents when requested by students for specialized programs such as nursing and athletics (I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>).

The Transfer Center on campus also advises students on requirements for admission to four-year institutions and hosts representatives from four-year schools to meet with students, as well as organizing the annual transfer fair.

Students may also meet with a counselor to develop an educational plan using DegreeWorks (II.C.6-2 Degree Audit: <http://link.deanza.edu/IIC6-2>). The educational plan helps students develop a clear pathway to meet their goal, by identifying classes to take each quarter along their path.

Evaluation

De Anza meets this standard and Eligibility Requirement 16. The college adheres to admission policies aligned with its mission that specify the qualifications of students appropriate to each program. The college clearly defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence for Standard II.C.6

II.C.6-1 Board Policy 5000: <http://link.deanza.edu/IIC6-1>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

II.C.6-2 Degree Audit: <http://link.deanza.edu/IIC6-2>

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

II.C.7.Q1 What processes are used to evaluate the effectiveness of practices and tools of admissions and placement? What evaluations of placement processes are used to ensure their consistency and effectiveness?

II.C.7.Q2 What processes are used to evaluate the effectiveness of practices and tools of admissions for DE/CE programs? Are they different from the tools and practices used for traditional programs? What is the rationale?

Description

De Anza follows admission policies and practices in line with its mission and the policy set by the Foothill-De Anza Community College District (II.C.6-1 Board Policy 5000: <http://link.deanza.edu/IIC6-1>). The district uses the online application system provided by the California Community Colleges Chancellor's Office (II.C.7-1 OpenCCC: <http://link.deanza.edu/IIC7-1>).

De Anza follows an open admission policy, which is consistent with Title 5, the statewide mission of California Community Colleges and the college mission.

De Anza evaluates its placement instruments and practices to validate their effectiveness while minimizing biases.

The college uses the Accuplacer online service for placement in English, reading, English as a Second Language (ESL) and math (II.C.7-2 Accuplacer: <http://link.deanza.edu/IIC7-2>). This service appears on the list of assessment instruments approved by the California Community Colleges Chancellor's Office (II.C.7-3 CCCO Assessment Instruments: <http://link.deanza.edu/IIC7-3>). Students who need accommodation for a disability are tested in the Assessment Center or the Disability Support Programs and Services office.

Placement tests for English, reading, ESL and math have been validated and approved by the state chancellor's office. The validations include bias studies and are updated every six years. Disproportionate impact studies are conducted locally each term.

De Anza is one of 12 colleges poised to pilot the testing instrument now being developed by the California Community Colleges Common Assessment Initiative (CAI), when it becomes available (II.C.7-4 Common Assessment Initiative: <http://link.deanza.edu/IIC7-4>). The college is also piloting the Multiple Measures Assessment Project (MMAP) for math assessment. The Mathematics Department has been piloting the statewide transcript models since spring 2016 and has expanded the pilot to include all high school students assessed on their high school campus in the spring. When the Common Assessment Initiative test is available, De Anza will continue to use the statewide models for math within the CAI platform as a multiple measure. (II.C.7.Q1)

De Anza uses the same admissions policies and placement instruments for both face-to-face and online instruction. (II.C.7.Q2)

Evaluation

De Anza meets this standard. The college follows an open admissions policy. It uses assessment practices and instruments that are approved by the state chancellor's office and evaluates disproportionate impacts on a quarterly basis.

Evidence for Standard II.C.7

II.C.6-1 Board Policy 5000: <http://link.deanza.edu/IIC6-1>

II.C.7-1 OpenCCC: <http://link.deanza.edu/IIC7-1>

II.C.7-2 Accuplacer: <http://link.deanza.edu/IIC7-2>

II.C.7-3 CCCO Assessment Instruments: <http://link.deanza.edu/IIC7-3>

II.C.7-4 Common Assessment Initiative: <http://link.deanza.edu/IIC7-4>

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

At De Anza College, the Admissions and Records office is the primary holder of student records and maintains them in both electronic and hard copy formats, in accordance with Title 5 of the California Code of Regulations and the federal Family Educational Rights and Privacy Act (FERPA). The Financial Aid office and other units that keep student records also adhere to Title 5 and FERPA standards.

The college also securely maintains records of student complaints. In all cases, hard copy records are kept securely in locked cabinets and locked rooms.

Student Grievance files with all supporting documentation are stored in the office of De Anza's student judicial affairs specialist. Written copies of Title IX complaint files are stored in the office of the vice president of Student Services. Harassment complaints under Title 5 are kept by the district Human Resources office.

Electronic records are guarded through security measures implemented by the Educational Technology Services (ETS) division of the Foothill-De Anza Community College District (II.C.8-1 Administrative Procedure 3260: <http://link.deanza.edu/IIC8-1>).

De Anza follows policies for release of student records that are consistent with FERPA and with district policies and procedures governing release of student information (II.C.8-2 Board Policy 5050: <http://link.deanza.edu/IIC8-2>; II.C.8-3 Administrative Procedure 5050: <http://link.deanza.edu/IIC8-3>).

Evaluation

De Anza College meets this standard by following accepted practices for maintaining student records permanently, security and confidentially. The college follows published policy and procedures regarding the release of student records.

Evidence for Standard II.C.8

II.C.8-1 Administrative Procedure 3260: <http://link.deanza.edu/IIC8-1>

II.C.8-2 Board Policy 5050: <http://link.deanza.edu/IIC8-2>

II.C.8-3 Administrative Procedure 5050: <http://link.deanza.edu/IIC8-3>





STANDARD III
RESOURCES



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

III.A.1.Q1 How does the institution develop hiring criteria?

III.A.1.Q2 How are faculty involved in the selection of new faculty?

III.A.1.Q3 How are positions advertised?

III.A.1.Q4 By what means does the institution verify the qualifications of applicants and newly hired personnel?

III.A.1.Q5 How does the college check the equivalency of degrees from non-U.S. institutions?

III.A.1.Q6 What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs?

III.A.1.Q7 What safeguards are in place to assure that hiring procedures are consistently applied?

III.A.1.Q8 Does the institution advertise specifically for personnel with expertise and experience in DE/CE?

III.A.1.Q9 How does the college decide whether an applicant is well qualified in the field of DE/CE? Has the institution formulated specific selection criteria?

III.A.1.Q10 To what extent does the institution involve personnel with experience in DE/CE in the recruitment of new personnel?

Description

De Anza College assures the integrity and quality of its programs and services by employing administrators, faculty and classified professionals who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

The college develops hiring criteria according to procedures developed by the Foothill-De Anza Community College District (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). As noted in AP 4130, the district is dedicated to finding “a qualified, diverse administration, faculty and staff dedicated to student success.” The district is committed to an open and inclusive hiring process that supports the goals of diversity and equal opportunity, providing equal consideration and opportunities for all qualified candidates. The goal of every hiring process is to select the qualified candidate who best meets the needs of De Anza’s students.

All full-time positions at De Anza have detailed job descriptions. When a position is to be filled, a hiring committee reviews the description and uses it to develop a position announcement (III.A.1-2 Job Descriptions: <http://link.deanza.edu/IIIA1-2>). Screening criteria and interview questions are developed by the search committee and approved by a trained Equal Employment Opportunity (EEO) representative, before applications are reviewed (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). (III.A.1.Q1)

Faculty are integrally involved in the hiring of new faculty, with numerous safeguards in place to ensure that hiring procedures are consistently applied. Faculty are involved in the selection of new faculty through a collaborative search and selection committee process in accordance with district procedure (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). Open faculty positions are determined by an annual ranking of new faculty positions by the Instructional Planning and Budget Team (IPBT) and approval by College Council (III.A.1-4 IPBT Faculty Hiring: <http://link.deanza.edu/IIIA1-4>; III.A.1-5 CC Minutes 12.8.16: <http://link.deanza.edu/IIIA1-5>). Search committees normally include a majority of tenured faculty who are experts in the discipline of the position being filled, or a closely related discipline. Following review and assessment of candidates by the search committee, the top candidates are then referred to a selection committee for second-level interviews and selection. The selection committee is generally composed of the president as chair, the appropriate vice president, the search committee chair, the equal opportunity representative from the search committee and as many faculty from the search committee as possible, with a minimum of one faculty member participating in the selection committee (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). (III.A.1.Q2)

Positions are advertised according to district procedures for recruitment and advertising (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). There are hiring procedures for each of the main employee groups on campus: faculty, part-time faculty, administrative, classified and temporary. Permanent faculty and administrative positions are advertised for a minimum of six weeks, classified openings for a minimum of three weeks. In unusual or extenuating circumstances, the time frame for faculty or administrative positions may be reduced to not less than four weeks with approval from the president and the vice chancellor of Human Resources and Equal Opportunity.

As the college is committed to finding the best possible candidates, as well as providing equal opportunity to a diverse candidate pool, position announcements are sent to colleges, universities and appropriate organizations related to the applicable discipline. Positions are advertised locally, regionally or nationally as appropriate, with listings posted online and in professional journals and related publications as recommended by the search committee, department faculty and the president (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). In addition, department or program faculty and administrators may contact appropriate organizations to assist in identifying qualified candidates and to disseminate information regarding the position. The district also recruits at job fairs. (III.A.1.Q3)

The campus verifies the qualifications of its applicants and newly hired personnel in accordance with district hiring procedures and board policies on faculty hiring (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>; III.A.1-6 Board Policy 4135: <http://link.deanza.edu/IIIA1-6>). At a minimum, applicants must include a diversity statement and meet the minimum qualifications, educational requirements and any legal qualifiers established by the district's human resources department to comply with applicable federal, state and district regulations. In addition, the state of California establishes minimum qualifications for every faculty discipline area. Board policy requires that faculty meet minimum qualifications as established by the Statewide Academic Senate for California Community Colleges (III.A.1-6 Board Policy 4135: <http://link.deanza.edu/IIIA1-6>) (III.A.1.Q4)

De Anza conducts equivalency review to evaluate faculty applicants with degrees from non-U.S. institutions, in accordance with district hiring procedures (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>; III.A.1-4 IPBT Faculty Hiring: <http://link.deanza.edu/IIIA1-4>) and board policies on hiring and equivalency (III.A.1-6 Board Policy 4135: <http://link.deanza.edu/IIIA1-6>; III.A.1-7 Board Policy 4140: <http://link.deanza.edu/IIIA1-7>). Educational requirements are determined by the department or program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may also be included; these qualifications are monitored by the district vice chancellor of Human Resources and Equal Opportunity for adverse impact related to the needs of the position and district. (III.A.1.Q5)

The college ensures that the qualifications for each position closely match specific programmatic needs, using methods in accordance with district hiring procedures (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>) and board policy (III.A.1-6 Board Policy 4135 <http://link.deanza.edu/IIIA1-6>). Minimum qualifications or equivalents, as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges, are used as the minimum qualifications for each faculty position (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). The position announcement may also include preferred qualifications that reflect education, experience and expertise that would enhance an applicant's ability to meet the unique requirements and responsibilities of the position and the needs of a diverse student population. After a rigorous interview process, comprehensive reference checks are conducted (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). (III.A.1.Q6)

The college has safeguards to ensure that hiring procedures are consistently applied, in accordance with district procedures (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). These safeguards include a defined search and selection committee process, use of an equal opportunity representative on each committee, and clearly defined expectations and instructions for committee members. These are detailed in the various hiring procedure guidelines (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). All faculty, staff and administrators involved in hiring committees receive training on equal opportunity, diversity and the employment process for each search committee on which they serve. The responsibilities of the committee are clearly defined and enforced by the equal opportunity representative. (III.A.1.Q7)

Faculty members are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities. Competence in delivering online education may be considered as part of the "preferred qualifications" and evaluated accordingly by the hiring committee.

Faculty members also receive comprehensive training should they choose to teach online courses (III.A.1-8 Canvas Training Schedule: <http://link.deanza.edu/IIIA1-8>). In all cases, however, the campus hires faculty in accordance with district hiring procedures (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). The department or program determines educational requirements in accordance with Education Code Section 87356. Additional desirable job related qualifications to support the responsibilities of the position might also be included. The vice chancellor of Human Resources and the equal opportunity representative review the qualifications to check for adverse impacts related to the needs of the position. (III.A.1.Q8)

The college does not have separate criteria for online education instruction; it determines whether an applicant is well qualified in the field by following district procedures for position announcements (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). The college has not formulated specific selection criteria for online competencies generally, although competence in online instruction may be considered as part of the hiring process dependent upon discipline, and on department and division hiring processes. Any instructors teaching an online course are required to complete training prior to instruction (III.A.1-8 Canvas Training Schedule: <http://link.deanza.edu/IIIA1-8>). The position announcement may also include preferred qualifications reflecting education, experience, and expertise that would enhance an applicant's ability to meet the unique requirements and responsibilities of the position and the needs of a diverse student population. (III.A.1.Q9)

When a position will have a focus on online learning, the search committees may include tenured faculty who are experts in the applicable discipline or a closely related discipline and have online teaching experience (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). Ultimately, faculty members are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities. (III.A.1.Q10)

Evaluation

The college meets this standard. It has numerous policies and procedures in place to ensure that it hires administrators, faculty and staff who are well qualified for their position. These policies and procedures are publicly posted and available to both hiring committee members and candidates. The high standards followed by the campus ensures hiring of personnel that are not only qualified for the position but also understand the college's mission and goals.

Evidence for Standard III.A.1

- III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>
- III.A.1-2 Job Descriptions: <http://link.deanza.edu/IIIA1-2>
- III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>
- III.A.1-4 IPBT Faculty Hiring: <http://link.deanza.edu/IIIA1-4>
- III.A.1-5 CC Minutes 12.8.16: <http://link.deanza.edu/IIIA1-5>
- III.A.1-6 Board Policy 4135: <http://link.deanza.edu/IIIA1-6>
- III.A.1-7 Board Policy 4140: <http://link.deanza.edu/IIIA1-7>
- III.A.1-8 Canvas Training Schedule: <http://link.deanza.edu/IIIA1-8>

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

III.A.2.Q1 How does the college know that the faculty selected for hire have adequate and appropriate knowledge of their subject matter?

III.A.2.Q2 By what methods does the college define and evaluate effective teaching in its hiring processes? How is that effectiveness judged?

III.A.2.Q3 How does the college identify faculty expertise in DE/CE instruction?

III.A.2.Q4 What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?

III.A.2.Q5 By what methods does the college define and evaluate “effective teaching” in its hiring processes for faculty to be involved in DE/CE? How is that effectiveness judged?

Description

The college follows district hiring procedures to ensure that faculty members have adequate and appropriate knowledge of their subject matter (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). In addition to standard hiring requirements, position announcements may include preferred qualifications reflecting education, experience and expertise that would enhance an applicant’s ability to meet unique requirements and responsibilities of the position, along with the needs of a diverse student population. Minimum qualifications or their equivalents, as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges, are used by the department or program faculty as the minimum qualifications for each faculty position. Reference and background checks are performed as part of the hiring process (III.A.2-1 Faculty Hiring Procedures: <http://link.deanza.edu/IIIA2-1>). (III.A.2.Q1)

The college uses several methods to define and evaluate effective teaching in its hiring processes, and to judge the effectiveness of those teaching skills (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). In addition to the interview process, the college evaluates the content of the application and uses demonstrations, tests and reference checks to determine a candidate’s effectiveness. The candidate is evaluated on the subject matter and demonstration of teaching, counseling or librarianship skills. Demonstrations should reflect the candidate’s ability to meet the needs of the position. The search committee evaluates the effectiveness of each candidate by evaluating the responses to questions and coming to a consensus in accordance with the hiring process evaluation tool (III.A.2-1 Faculty Hiring Procedures: <http://link.deanza.edu/IIIA2-1>) (III.A.2.Q2)

Faculty are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities; they often teach online education courses as well as face-to-face classes. While not specifically identifying online expertise, the college identifies faculty expertise in the applicable discipline in accordance with district hiring procedures (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). The position announcement

is developed through a collaborative process involving the department or program faculty. Job-related interview questions are designed to distinguish candidates who will best meet the needs of the department and the student population. Subject matter and instructional formats may be included in the demonstration of teaching (III.A.2-1 Faculty Hiring Procedures: <http://link.deanza.edu/IIIA2-1>). In addition, training in using the course management system and instructional design and compliance is required prior to teaching an online course (III.A.1-8 Canvas Training Schedule: <http://link.deanza.edu/IIIA1-8>). (III.A.2.Q3)

The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff, including those involved in online education. The position announcement is developed through this process, which involves the department or program faculty. Job-related interview questions are designed to distinguish candidates who will best meet the needs of the department and students. Subject matter and various instructional formats may be included in the demonstration of teaching (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>; III.A.2-1 Faculty Hiring Procedures: <http://link.deanza.edu/IIIA2-1>). (III.A.2.Q4)

The college determines the effectiveness and teaching skills of faculty candidates, including candidates for positions involving online education, through the use of demonstrations, interview questions, tests and reference checks. Candidates are evaluated on their applications; knowledge of subject matter, demonstration of teaching skills; and experience. Teaching demonstrations reflect the candidate's ability to meet the needs of the student population. The search committee judges the effectiveness of each candidate, according to the job description and the candidate's ability to meet instructional needs, as prescribed by district procedures (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>; III.A.2-1 Faculty Hiring Procedures: <http://link.deanza.edu/IIIA2-1>). (III.A.2.Q5)

Evaluation

The college meets this standard and Eligibility Requirement 14. The protocol for hiring faculty ensures that the candidate selected has the background and skills in the applicable subject matter. The active participation of the search committee in the hiring process ensures that the candidates recommended to move forward are the best choice for the position and for students.

Evidence for Standard III.A.2

III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>

III.A.2-1 Faculty Hiring Procedures: <http://link.deanza.edu/IIIA2-1>

III.A.1-8 Canvas Training Schedule: <http://link.deanza.edu/IIIA1-8>

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Description

De Anza's administrators and other employees responsible for educational programs and services are sufficiently qualified to perform the duties required for institutional effectiveness and academic quality. District hiring guidelines ensure that new employees meet campus standards required for both technical and institutional goals (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). All full-time positions at De Anza College have detailed job descriptions that are reviewed by the hiring committee and used to develop position announcements. Jobs are normally advertised for a minimum of six weeks for administrators and three weeks for classified professionals, with positions advertised locally, in professional publications and online. Screening criteria and interview questions are developed and approved by a trained equal employment opportunity representative before the search committee reviews applications (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>).

Evaluation

The college meets this standard. Processes and procedures are in place to ensure that job descriptions meet the needs of the department and that the candidate not only possesses the desired qualifications but also understands the missions and goals of the college and the needs of the students.

Evidence for Standard III.A.3

III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>

III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III.A.4.Q1 By what means does the institution verify the qualifications of applicants and newly hired personnel?

III.A.4.Q2 How does the college check the equivalency of degrees from non-U.S. institutions?

III.A.4.Q3 What evidence is there that hiring processes yield highly qualified employees?

III.A.1.Q4 What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?

Description

The college verifies the degrees and other qualifications of applicants and newly hired personnel in accordance with district hiring procedures and policies (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>; III.A.1-6 Board Policy 4135: <http://link.deanza.edu/IIIA1-6>). Minimum qualifications include a diversity statement, educational and

experiential requirements, job- specific minimum qualifications and any federal, state or district legal requirements (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>).

Search committees are given very specific responsibilities to ensure that the candidate not only meets the minimum qualifications of the position, but also includes equity and diversity concerns in its evaluation. Faculty hiring also includes specific evaluation of teaching skills (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). (III.A.4.Q1)

Degrees from non-U.S. institutions are evaluated in accordance with district hiring procedures (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>) and board policy on equivalency (III.A.1-7 Board Policy 4140: <http://link.deanza.edu/IIIA1-7>).

Equivalency is established through the use of professional equivalency review companies (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). (III.A.4.Q2)

The college verifies that the hiring processes yields highly qualified employees in accordance with district hiring procedures (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). Specifically, the college uses the application materials, demonstrations, interview questions and tests, and checks references to determine a candidate's qualifications. The candidate is evaluated on the subject matter, demonstration of teaching skills and experience. Teaching demonstrations should reflect the candidate's ability to meet the needs of the position. The search committee evaluates the effectiveness of each candidate based on the job description and the candidate's ability to meet the needs of the department (III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>). (III.A.4.Q3)

The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff involved in online instruction. Faculty position announcements are developed through a collaborative process involving the department or program faculty. Job-related interview questions are designed to distinguish candidates who will best meet the needs of the department and students (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). (III.A.4.Q4)

Evaluation

The college meets this standard. Degrees held by faculty, administrators and classified employees are verified as being from accredited institutions. This rigorous process ensures that the institution hires highly qualified individuals that will benefit the college and assist in meeting its goals.

Evidence for Standard III.A.4

III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>

III.A.1-6 Board Policy 4135: <http://link.deanza.edu/IIIA1-6>

III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>

III.A.1-7 Board Policy 4140: <http://link.deanza.edu/IIIA1-7>

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

III.A.5.Q1 What process is in place to assure that evaluations lead to improvement of job performance?

III.A.5.Q2 What is the connection between personnel evaluations and institutional effectiveness and improvement?

III.A.5.Q3 Do evaluation criteria measure the effectiveness of personnel in performing their duties?

III.A.5.Q4 Do evaluation criteria specifically measure the effectiveness of personnel in performing their duties related to DE/CE activities?

III.A.5.Q5 To what extent do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty's interest in future involvement in this field or need for development?

Description

The college follows district policy and processes to assure that evaluations lead to improved job performance. The board of trustees authorizes the administration to conduct evaluations and notify those being evaluated of any resulting recommendations to the board (III.A.5-1 Board Policy 4145: <http://link.deanza.edu/IIIA5-1>).

The board recognizes that a highly successful college must have staff members who not only are competent in all areas, but also have connection and dedication to the philosophy, objectives and total program of the college and the district. Conduct and accomplishments that support these goals are included with other criteria when making evaluative recommendations.

The district has developed specialized evaluation processes for each personnel group on campus: administrators, faculty, and classified professionals (III.A.5-2 Administrative Performance Appraisal: <http://link.deanza.edu/IIIA5-2>; III.A.5-3 Faculty Tenure Review Handbook: <http://link.deanza.edu/IIIA5-3>; III.A.5-4 Classified Evaluation Form: <http://link.deanza.edu/IIIA5-4>; III.A.5-5 Classified Evaluation Instructions: <http://link.deanza.edu/IIIA5-5>). For example, the faculty tenure process includes evaluations by a five-member committee that includes review of classroom performance, student respect and progress, respect for colleagues, and professional contributions and growth (II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>). (III.A.5.Q1)

Personnel evaluations are one of the tools the college uses to assess the quality of the services provided to the students. Evaluations document the strengths and weaknesses of employees. This information assists the college in identifying areas of improvement in accordance with the college's mission statement, values and effectiveness (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>). (III.A.5.Q2)

Evaluation criteria are designed to measure the effectiveness of personnel in performing their duties. Evaluations cover the performance of assigned duties, participation in institutional responsibilities and other activities appropriate to the employee's expertise. Administrators

use the evaluations to assess the quality of service provided to students, as well as to document the strengths and weaknesses of personnel (III.A.5-2 Administrative Performance Appraisal: <http://link.deanza.edu/IIIA5-2>; III.A.5-3 Faculty Tenure Review Handbook: <http://link.deanza.edu/IIIA5-3>; III.A.5-5 Classified Evaluation Instructions: <http://link.deanza.edu/IIIA5-5>; III.A.5-4 Classified Evaluation Form: <http://link.deanza.edu/IIIA5-4>). This information assists the college in identifying areas of improvement in accordance with the college's mission statement, values and effectiveness. (III.A.5.Q3)

Personnel with duties related to online education are subject to the standard district evaluation process, in accordance with board policy (III.A.5-1 Board Policy 4145: <http://link.deanza.edu/IIIA5-1>). The evaluation criteria measure the effectiveness of personnel in performing their duties, as well as participation in institutional responsibilities and other activities appropriate to their expertise. These evaluations are used to assess the quality of the services provided to students and to document the strengths and weaknesses of personnel (III.A.5-2 Administrative Performance Appraisal: <http://link.deanza.edu/IIIA5-2>; III.A.5-3 Faculty Tenure Review Handbook: <http://link.deanza.edu/IIIA5-3>; III.A.5-5 Classified Evaluation Instructions: <http://link.deanza.edu/IIIA5-5>; III.A.5-4 Classified Evaluation Form: <http://link.deanza.edu/IIIA5-4>).

In addition, the college has been conducting a pilot of a student evaluation process through the online course management system to ensure that a diverse range of students have a voice in assessing the effectiveness of instruction in online courses. The online student evaluation form and process closely mirrors the face-to-face version. (III.A.5-6 Student Evaluation for Online: <http://link.deanza.edu/IIIA5-6>). (III.A.5.Q4)

Evaluation processes are used to identify areas of improvement for all areas of responsibility, including duties related to distance education activities. The Online Education Advisory Committee has developed a checklist (III.A.5-7 Online Course Checklist: <http://link.deanza.edu/IIIA5-7>) to assist new faculty in determining their readiness for online teaching (II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>). (III.A.5.Q5)

Evaluation

The college meets this standard. Personnel are systematically evaluated at regular intervals using established criteria to assess their performance. Evaluations are meant to not only assess current performance but also provide an opportunity for improvement and, as required, the identification of training needs for future professional development. Efforts are made to create a process that is of value to the employee, department and campus.

Evidence for Standard III.A.5

- III.A.5-1 Board Policy 4145: <http://link.deanza.edu/IIIA5-1>
- III.A.5-2 Administrative Performance Appraisal: <http://link.deanza.edu/IIIA5-2>
- III.A.5-3 Faculty Tenure Review Handbook: <http://link.deanza.edu/IIIA5-3>
- III.A.5-4 Classified Evaluation Form: <http://link.deanza.edu/IIIA5-4>
- II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>
- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- III.A.5-5 Classified Evaluation Instructions: <http://link.deanza.edu/IIIA5-5>

III.A.5-1 Board Policy 4145: <http://link.deanza.edu/IIIA5-1>

III.A.5-6 Student Evaluation for Online: <http://link.deanza.edu/IIIA5-6>

III.A.5-7 Online Course Checklist: <http://link.deanza.edu/IIIA5-7>

II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

III.A.6.Q1 What in-depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students?

III.A.6.Q2 What discussions have faculty had about how to improve learning? What plans have been made?

III.A.6.Q3 What changes have faculty made in teaching methodologies to improve learning?

III.A.6.Q4 After analyzing appropriate data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made?

III.A.6.Q5 What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?

Description

Faculty members at De Anza College are regularly engaged in thinking, both individually and collectively, about how well students are learning in their courses and programs. Throughout the campus, teaching and learning are being evaluated through the assessment of Student Learning Outcomes (SLOs). After the data on outcomes is gathered, the faculty in each department meet to discuss the results. This process does not distinguish between face-to-face, hybrid or online courses. Some courses are taught in more than one format, while others are regularly taught only in one. All types of courses are evaluated (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>).

In addition, participation in “SLO/SAO processes” was added in 2012 as an element of the Administrative and Peer Evaluation Form for faculty, following negotiation with the Faculty Association (III.A.6-1 Faculty Evaluation: <http://link.deanza.edu/IIIA6-1>). (III.A.6.Q1)

Faculty members also have regular discussions about ways to improve learning. Reports on this topic are available from TracDat, the online system that the college uses to manage its assessment efforts (I.B.1-6 TracDat: <http://link.deanza.edu/IB1-6>). The system enables the campus to fully evaluate its learning processes and identify areas of improvement. In addition, the SLO process provides a clearly defined platform for the assessment of intended outcomes in a course and assists in identifying areas of improvement (III.A.6-2 SLO Guide: <http://link.deanza.edu/IIIA6-2>). (III.A.6.Q2)

Faculty have made changes in teaching methodologies to improve learning, and reports on this topic can also be extracted from TracDat. Plans for enhancements to the learning process are entered into the TracDat system, along with implementation dates (III.A.6-3 TracDat Report, Enhancements: <http://link.deanza.edu/IIIA6-3>). Deans follow up on those plans through the SLO program review process (I.B.1-6 TracDat: <http://link.deanza.edu/IB1-6>). (III.A.6.Q3)

After analyzing appropriate data, the college has taken action to improve learning outcomes in distance education. The Online Education Advisory Committee, which includes online course instructors, counselors, instructional designers and administrators, has been established to assist in the process (II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>). One improvement is the decision to transition from the Catalyst course management system to Canvas, a new system adopted as a common platform by the California Community Colleges Online Education Initiative. Canvas has improved access features (from smartphones, tablets and other devices) that are expected to be particularly helpful to non-traditional students at community colleges (II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>). In addition the Online Education Center section of the college website has many resources available to assist instructors with their classroom content (II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>).

During a revision or application for a new online course, an Online or Hybrid Course Delivery Request must be submitted to the Curriculum Committee. This request includes the rationale for meeting SLOs, description of the nature of training and requirements for regular and effective contact with students, per Academic Senate requirements (III.A.6-4 Student Faculty Contact: <http://link.deanza.edu/IIIA6-4>). It also includes identification of how students will interact with each other, specification of accessibility issues and needs, a list of college resources required to offer the course, and a description of the interaction with other faculty who contributed to the course design (III.A.6-5 Curriculum - Forms - Online/Hybrid: <http://link.deanza.edu/IIIA6-5>). (III.A.6.Q4)

Faculty members have made changes in teaching methodologies to improve distance learning, after evaluating and analyzing evidence of effectiveness. Faculty reports on this topic can be extracted from the TracDat system. As one example, faculty input to the Online Education Advisory Committee led to the conclusion that new online students needed a better orientation to online learning (II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>). As a result, the college developed a multimedia orientation resource, which is now available through the Online Education Center (III.A.6-6 Multimedia Orientation: <http://link.deanza.edu/IIIA6-6>). This has helped to correct a number of mistaken assumptions that students may have about online education.

The process for approving a revision or application for new online course helps assure the course will meet student needs. The Curriculum Committee considers such factors as rationale for meeting SLOs, interaction between faculty and students, accessibility issues and other information that must be included on all Online or Hybrid Course Delivery Requests, as described above (III.A.6-5 Curriculum - Forms - Online/Hybrid: <http://link.deanza.edu/IIIA6-5>). (III.A.6.Q5)

Evaluation

The college meets this standard. It regularly evaluates its instructional, student service and administrative programs to assess the effectiveness of the instruction or services that it

offers. In particular, the TracDat system has been implemented to allow better tracking of assessment data and use of the data to provide more effective outcomes, as well as changes that will enhance and improve the learning experience of De Anza's students.

Evidence for Standard III.A.6

- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- III.A.6-1 Faculty Evaluation: <http://link.deanza.edu/IIIA6-1>
- I.B.1-6 TracDat: <http://link.deanza.edu/IB1-6>
- III.A.6-2 SLO Guide: <http://link.deanza.edu/IIIA6-2>
- III.A.6-3 TracDat Report, Enhancements: <http://link.deanza.edu/IIIA6-3>
- II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>
- II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>
- III.A.6-4 Student Faculty Contact: <http://link.deanza.edu/IIIA6-4>
- III.A.6-5 Curriculum - Forms - Online/Hybrid: <http://link.deanza.edu/IIIA6-5>
- III.A.6-6 Multimedia Orientation: <http://link.deanza.edu/IIIA6-6>

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

- III.A.7.Q1 By what means does the institution determine appropriate staffing levels for each program and service?
- III.A.7.Q2 By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode?
- III.A.7.Q3 How does the institution decide on the organization of administrative and support staffing for DE/CE mode?
- III.A.7 Q4 How effectively does the number and organization of the institution's personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness?

Description

The college uses the program review process to determine appropriate staffing levels for each program and service. Program review is a constant means of self-assessment for the performance of each department and division. In addition to assessing past or current accomplishments, the process helps identify current and future needs, while providing a framework for development when funding becomes available (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). (III.A.7.Q1)

Similarly, the college also uses the program review process to determine appropriate staffing levels for each program and service involved in offering distance education. Departments use

the process to request additional full-time positions. Division deans work with department chairs to determine the appropriate level of staffing for online courses, based on student demand. Demand for online courses continues to grow at the college. The need for part-time faculty may also arise from this analysis (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). (III.A.7.Q2)

The college also uses program review to determine the level and organization of administrative and support staffing for online education. In spring 2016, the college submitted a Substantive Change Proposal that further evaluated the current status and future needs of its online education offerings. In particular, the proposal analyzed support needs in addition to instructional requirements, to ensure that the online instruction would meet the same high standards as traditional courses (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). The Commission approved the proposal in May 2016 (I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>). (III.A.7.Q3)

The college regularly evaluates whether the number and organization of its personnel is sufficient to effectively support its distance education programs and services. The college uses program review and Student Learning Outcomes to ensure that high standards are set and met in all areas of campus services (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>; I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). In spring 2015 the college submitted a Substantive Change Proposal that further evaluated the current status and future needs of its online education offerings. The proposal analyzed support needs as well as instructional requirements to ensure that online instruction meets the same high standards as traditional courses (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (III.A.7.Q4)

Evaluation

The college meets this standard, Eligibility Requirement 14 and the Policy on Distance Education. It regularly evaluates its programs to ensure that qualified faculty are not only teaching courses, but are also given the tools necessary to continually evaluate and improve their learning processes.

Evidence for Standard III.A.7

- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

III.A.8.Q1 What policies and practices demonstrate that part-time and adjunct faculty meet the criteria of this standard?

Description

De Anza has policies and practices to ensure that provide orientation, oversight, evaluation and professional development for part-time faculty, as well as opportunities for them to be part of the life of the college.

The Office of Professional Development, formerly the Office of Staff and Organizational Development, provides opportunities for personal and professional growth and improvement, including quarterly orientations for part-time faculty (II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>; III.A.8-1 Part-Time Faculty Hiring: <http://link.deanza.edu/IIIA8-1>).

The professional development office supervises allocation of staff development resources and coordinates a comprehensive set of programs, with responsibility for planning, promotion, program evaluation and dissemination of information. These programs include:

- New Employee Orientation & Support
- Faculty and Staff First Year Experience
- Instructional Skills Workshops
- Peer Evaluation Training
- Professional Conference and Travel Funds
- Technology Training
- Teaching and Learning Seminars
- Health, Wellness and Safety
- Service Excellence
- Partners in Learning Conference

The orientation for part-time faculty is a five-hour program offered prior to the start of each term (III.A.8-2 Employee Orientation: <http://link.deanza.edu/IIIA8-2>). The program covers the logistics of getting started, construction of a student-centered syllabus and the college's student demographic profile, history, mission and culture, along with student support services and part-time faculty benefits.

The professional development office also coordinates with the Online Education Center to provide brief technology training and an overview of available instructional technologies during orientation. The office is also working on an online version of the part-time faculty orientation for instructors who are unable to attend the on-campus program. This is currently in the testing stage and ready for conversion to the new Canvas course management system.

The office also organizes an annual seminar series, called Teaching and Learning Seminars, which is focused primarily on part-time faculty needs. The series supports their professional growth and the evaluation process (III.A.8-3 Professional Development Reports: <http://link.deanza.edu/IIIA8-3>). These four-hour workshops include various pedagogies and

assessment techniques, along with such topics as: “Growth Mindset,” “Habits of Mind,” “Effective Scaffolding” and “From Microaggressions to Microappreciations.” Several topics are repeated yearly as foundation courses, including: “Cultural Humility,” “Back to Basics – From Classroom Design to Management and Engagement,” and “Introduction to Learning in Communities”.

Part-time faculty members are encouraged to share their expertise with their full- and part-time colleagues, by presenting a Teaching and Learning seminar or serving as either a single presenter or part of a team for the annual Partners in Learning Conference in March. (I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>; III.A.8-4 Conference Funds Report: <http://link.deanza.edu/IIIA8-4>) (III.A.8.Q1)

Evaluation

The college meets this standard. As with all its employees, the campus ensures that it has policies and practices in place to support the teaching needs of its part-time faculty. It also takes steps to ensure that the faculty are integrated into the normal processes of the institution.

Evidence for Standard III.A.8

- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- III.A.8-1 Part-Time Faculty Hiring: <http://link.deanza.edu/IIIA8-1>
- III.A.8-2 Employee Orientation: <http://link.deanza.edu/IIIA8-2>
- III.A.8-3 Professional Development Reports: <http://link.deanza.edu/IIIA8-3>
- I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
- III.A.8-4 Conference Funds Report: <http://link.deanza.edu/IIIA8-4>

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

III.A.9.Q1 How does the institution determine the appropriate number and qualifications for support personnel?

Description

The college uses several methods to determine the appropriate number and qualifications for its support personnel. In terms of program needs, the program review process is key in determining the level of service needed and available for a department or division (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>).

Surveys are also used to gauge the performance of many functions related to customer service. Examples of these range from individual surveys about a particular office, such

as the Listening and Speaking Center, to broader surveys about campuswide services and programs (III.A.9-1 Listening and Speaking Center Survey: <http://link.deanza.edu/IIIA9-1>; III.A.9-2 Education Plan Survey: <http://link.deanza.edu/IIIA9-2>; III.A.9-3 Campus Services Survey: <http://link.deanza.edu/IIIA9-3>; II.C.1-4 CCSSE Student Survey: <http://link.deanza.edu/IIC1-4>).

Job descriptions are carefully developed to ensure that the positions meet the needs of the program and the college (III.A.9-4 ACE Job Descriptions: <http://link.deanza.edu/IIIA9-4>; III.A.9-5 CSEA Job Descriptions: <http://link.deanza.edu/IIIA9-5>). The Foothill-De Anza Community College District follows a process to evaluate changes to job responsibilities and qualifications for the various administrative and classified positions on campus (III.A.9-6 Classification Process: <http://link.deanza.edu/IIIA9-6>). (III.A.9.Q1)

In addition, the board of trustees has contracted with an experienced firm to conduct a comprehensive classification and compensation study for members of the Association of Classified Employees (ACE) bargaining unit (III.A.9-7 Classification Study: <http://link.deanza.edu/IIIA9-7>). The district's human resources staff and members of the bargaining unit agreed that the job classifications and job descriptions within the unit must be studied and revised to align with the district's current recruitment, retention and promotion goals, and to ensure accurate ACE job classifications. A comprehensive study was last conducted about 20 years ago. The goal of the new study is to develop a clear, equitable, consistent and competitive classification and compensation structure that appeals to and fosters retention of qualified classified staff professionals, while providing opportunities for growth and development throughout the district.

Evaluation

The college meets this standard and Eligibility Requirement 8. It has processes in place to ensure that, funding permitting, it has a sufficient number of qualified staff to provide the services needed to maintain a high-functioning, effective institution.

Evidence for Standard III.A.9

- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- III.A.9-1 Listening and Speaking Center Survey: <http://link.deanza.edu/IIIA9-1>
- III.A.9-2 Education Plan Survey: <http://link.deanza.edu/IIIA9-2>
- III.A.9-3 Campus Services Survey: <http://link.deanza.edu/IIIA9-3>
- II.C.1-4 CCSSE Student Survey: <http://link.deanza.edu/IIC1-4>
- III.A.9-4 ACE Job Descriptions: <http://link.deanza.edu/IIIA9-4>
- III.A.9-5 CSEA Job Descriptions: <http://link.deanza.edu/IIIA9-5>
- III.A.9-6 Classification Process: <http://link.deanza.edu/IIIA9-6>
- III.A.9-7 Classification Study: <http://link.deanza.edu/IIIA9-7>

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

III.A.10.Q1 How does the institution determine the appropriate number, qualifications, and organization of administrators?

Description

De Anza College maintains a sufficient number of administrators to provide continuity and effective administrative leadership and services. As with support staff, the college relies in part on the program review process to determine service levels and needs for departments and divisions (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>).

Surveys are also used to gauge the performance of many customer-service-related functions on campus (III.A.10-1 Institutional Research Surveys: <http://link.deanza.edu/IIIA10-1>).

Job descriptions are carefully developed to ensure that the positions meet the needs of the campus and program (III.A.10-2 Administrator Job Descriptions: <http://link.deanza.edu/IIIA10-2>).

The college district also has a classification committee that evaluates changes to job responsibilities and qualifications for the various administrative positions on campus (III.A.9-6 Classification Process: <http://link.deanza.edu/IIIA9-6>). (III.A.10.Q1)

Evaluation

The college meets this standard. It has processes in place to evaluate the required number of administrators and ensure that those personnel have the appropriate training and expertise to provide effective leadership in meeting the college mission and goals.

Evidence for Standard III.A.10

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>

I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>

III.A.10-1 Institutional Research Surveys: <http://link.deanza.edu/IIIA10-1>

III.A.10-2 Administrator Job Descriptions: <http://link.deanza.edu/IIIA10-2>

III.A.9-6 Classification Process: <http://link.deanza.edu/IIIA9-6>

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

III.A.11.Q1 What processes does the institution use to develop and publicize its personnel policies?

III.A.11.Q2 How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel?

Description

The college adheres to policies established by the Foothill-De Anza Community College District, which is committed to providing equal opportunity in education and employment. As part of this commitment, the district has developed policies and procedures to promote an environment in which all employees and students can work and learn free from intimidation, harassment and discrimination.

The district publicizes these policies in part by requiring administrators and supervisors to attend training on sexual harassment and bullying every two years, as required by district policy and state law. New administrators and supervisors must complete this training, which is provided online, within the first six months of employment. In addition, the district's human resources policies are posted on its public website (III.A.11-1 Human Resources Policies: <http://link.deanza.edu/IIIA11-1>). (III.A.11.Q1)

The district administers its personnel policies consistently and equitably by adhering to policies set by the board of trustees, which are designed to ensure fair treatment for all personnel. Negotiated contracts are in place for faculty and classified employees, who are represented by unions. Those contracts are posted on the district website for public viewing.

Administrators and confidential employees are represented through meet-and-confer groups, with handbooks also posted on the public web site for review. The contracts and meet-and-confer handbooks include grievance procedures that identify options for employees who feel they haven't been treated fairly (III.A.11-1 Human Resources Policies: <http://link.deanza.edu/IIIA11-1>; III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>; III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>; II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>). (III.A.11.Q2)

Evaluation

The college meets this standard. Employees have access to written personnel policies and procedures via public postings on the district website. Board policies have been used to develop these policies and procedures, thereby assuring fair and equitable administration.

Evidence for Standard III.A.11

III.A.11-1 Human Resources Policies: <http://link.deanza.edu/IIIA11-1>

III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>

III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>

II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.12.Q1 How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective?

III.A.12.Q2 How does the institution determine what kinds of support its personnel need?

III.A.12.Q3 What programs and services does the institution have to support its personnel? How effective are these programs?

III.A.12.Q4 Are the programs, practices, and services evaluated on a regular basis?

III.A.12.Q5 How does the institution track and analyze its employment equity record? How does it use this information?

III.A.12.Q6 How does the institution ensure that its personnel and students are treated fairly?

Description

De Anza College supports a diverse workforce through policies, programs and services that promote equity and appreciation for diversity issues. The effectiveness of these policies and practices is demonstrated by the demographics of the faculty, staff and student body.

De Anza's emphasis on equity and diversity is clearly articulated in the mission statement of the college:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- *Communication and expression*
- *Information literacy*
- *Physical/mental wellness and personal responsibility*
- *Civic capacity for global, cultural, social and environmental justice*
- *Critical thinking*

In addition, the college has identified and embraced the key values of Integrity, Innovation, Equity, Civic Engagement for Social Justice and Developing the Human Capacity of All Students (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>).

De Anza also adheres to policies adopted by the Foothill-De Anza Community College District board of trustees, which promote fair employment, equal opportunity and non-discrimination (III.A.12-1 Board Policy 4130: <http://link.deanza.edu/IIIA12-1>; III.A.12-2 Board Policy 4100: <http://link.deanza.edu/IIIA12-2>; III.A.12-3 Board Policy 4105: <http://link.deanza.edu/IIIA12-3>).

The effectiveness of these efforts is measured in several ways, including through surveys that demonstrate that college and district policies and practices are effective in promoting equity and understanding of diversity issues (III.A.12-4 Campus Climate Survey, Employees: <http://link.deanza.edu/IIIA12-4>; III.A.12-5 Campus Climate Survey, Students: <http://link.deanza.edu/IIIA12-5>). (III.A.12.Q1)

De Anza uses the program review process to assess both the performance and the needs of its departments, programs and personnel. This includes the identification of future needs for staffing, supplies or equipment. Program reviews are key to requesting and receiving additional funding or resources for a program or division (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). (III.A.12.Q2)

The Office of Professional Development offers a comprehensive set of programs to support the faculty and staff of the college. The office oversees the process for allocating staff development resources and is responsible for planning, promotion, dissemination of information and program evaluation (II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>). Programs include:

- New Employee Orientation and Support
- Faculty and Staff First Year Experience
- Instructional Skills Workshops
- Peer Evaluation Training
- Professional Conference and Travel Funds
- Technology Training
- Teaching and Learning Seminars
- Health, Wellness and Safety
- Service Excellence
- Partners in Learning Conference

(III.A.12.Q3)

Programs, practices and services for employees are evaluated on a regular basis. Program reviews are conducted regularly to assess the performance, direction and needs of a division or department (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). Surveys are conducted as a further tool for assessing various

services and performance measures (III.A.10-1 Institutional Research Surveys: <http://link.deanza.edu/IIIA10-1>). Institutional Metrics are used to assess the performance of the campus as a whole, and as an aid in determining areas that require greater tracking and attention (III.A.12-6 Institutional Planning - Metrics: <http://link.deanza.edu/IIIA12-6>). (III.A.12.Q4)

The Office of Institutional Research and Planning analyzes and publishes statistics on campus employees by ethnicity and other demographic characteristics (III.A.12-7 Employee and Student Ethnicity: <http://link.deanza.edu/IIIA12-7>; III.A.12-8 Employee Demographics: <http://link.deanza.edu/IIIA12-8>). This analysis was publicized in a faculty and staff Opening Day presentation for the 2012-13 academic year (III.A.12-9 Opening Day Presentation: <http://link.deanza.edu/IIIA12-9>). (III.A.12.Q5)

De Anza ensures that its personnel and students are treated fairly by adhering to its mission and to the policies and procedures established by the Foothill-De Anza Community College District and the district board of trustees (III.A.11-1 Human Resources Policies: <http://link.deanza.edu/IIIA11-1>; III.A.12-10 Administrative Procedure 4640: <http://link.deanza.edu/IIIA12-10>).

Employees are protected by contracts negotiated with the unions representing faculty and classified staff, and by the meet-and-confer process and handbooks for administrators and confidential staff. These contracts and handbooks include grievance procedures for individuals who believe they have not received fair treatment (III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>; III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>; II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>).

Students are guided by the Student Handbook and the district's Student Rights and Responsibilities Policy (III.A.12-11 Student Handbook: <http://link.deanza.edu/IIIA12-11>; I.C.7-6 Administrative Procedure 5500: <http://link.deanza.edu/IC7-6>). These documents are intended to empower students with knowledge about their rights and the due process system established for students. The online student handbook also gives students valuable information regarding programs and services available at De Anza College. In addition, the last five questions of the recent student accreditation survey specifically address whether students believe they are being treated fairly (I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>). (III.A.12.Q6)

Evaluation

The college meets this standard. It has appropriate procedures and policies in place to support its diverse personnel. As part of these procedures, the institution assesses its employment equity and diversity record to ensure consistency with its mission.

Evidence for Standard III.A.12

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- III.A.12-1 Board Policy 4130: <http://link.deanza.edu/IIIA12-1>
- III.A.12-2 Board Policy 4100: <http://link.deanza.edu/IIIA12-2>
- III.A.12-3 Board Policy 4105: <http://link.deanza.edu/IIIA12-3>
- III.A.12-4 Campus Climate Survey, Employees: <http://link.deanza.edu/IIIA12-4>
- III.A.12-5 Campus Climate Survey, Students: <http://link.deanza.edu/IIIA12-5>

- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- III.A.10-1 Institutional Research Surveys: <http://link.deanza.edu/IIIA10-1>
- III.A.12-6 Institutional Planning - Metrics: <http://link.deanza.edu/IIIA12-6>
- III.A.12-7 Employee and Student Ethnicity: <http://link.deanza.edu/IIIA12-7>
- III.A.12-8 Employee Demographics: <http://link.deanza.edu/IIIA12-8>
- III.A.12-9 Opening Day Presentation: <http://link.deanza.edu/IIIA12-9>
- III.A.11-1 Human Resources Policies: <http://link.deanza.edu/IIIA11-1>
- III.A.12-10 Administrative Procedure 4640: <http://link.deanza.edu/IIIA12-10>
- III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
- III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>
- II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>
- III.A.12-11 Student Handbook: <http://link.deanza.edu/IIIA12-11>
- I.C.7-6 Administrative Procedure 5500: <http://link.deanza.edu/IC7-6>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

- III.A.13.Q1 How does the institution foster ethical behavior in its employees?
- III.A.13.Q2 Does the institution have a written code of professional ethics for all its personnel?

Description

De Anza College fosters ethical behavior in all its employees. Ethical standards are specifically addressed in employee agreements (III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>; III.A.13-1 ACE Contract, page 73: <http://link.deanza.edu/IIIA13-1>), statements adopted by employee governance groups (I.C.9-1 Professional Ethics: <http://link.deanza.edu/IC9-1>; III.A.13-2 Classified Senate Code: <http://link.deanza.edu/IIIA13-2>) and policies adopted by the Foothill-De Anza Community College District board of trustees (III.A.13-3 Board Policy 3121: <http://link.deanza.edu/IIIA13-3>).

In addition, the college has established channels for employees to report and obtain corrective action for unethical behavior. District procedures detail the means of resolving complaints regarding harassment and discrimination (III.A.12-10 Administrative Procedure 4640: <http://link.deanza.edu/IIIA12-10>). Employee agreements contain detailed processes for addressing inappropriate behavior (III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>; II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>; III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>). (III.A.13.Q1) De Anza has written codes of professional ethics for all of its personnel. Board Policy 3121

specifically addresses and details the ethical standards expected of all district employees (III.A.13-3 Board Policy 3121: <http://link.deanza.edu/IIIA13-3>). In addition, major employee constituencies have their own documents that address ethical standards and behavior (I.C.9-1 Professional Ethics: <http://link.deanza.edu/IC9-1>; III.A.13-2 Classified Senate Code: <http://link.deanza.edu/IIIA13-2>; III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>). Students also have a code of academic integrity that is outlined in the student handbook (I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>) and a code of conduct detailed in the district's administrative procedures (I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>). (III.A.13.Q2)

Evaluation

The college meets this standard. It has detailed written expectations for all personnel, administration, faculty, classified professionals and students.

Evidence for Standard III.A.13

III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
III.A.13-1 ACE Contract, page 73: <http://link.deanza.edu/IIIA13-1>
I.C.9-1 Professional Ethics: <http://link.deanza.edu/IC9-1>
III.A.13-2 Classified Senate Code: <http://link.deanza.edu/IIIA13-2>
III.A.13-3 Board Policy 3121: <http://link.deanza.edu/IIIA13-3>
III.A.12-10 Administrative Procedure 4640: <http://link.deanza.edu/IIIA12-10>
II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>
III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>
I.C.9-1 Professional Ethics: <http://link.deanza.edu/IC9-1>
III.A.13-2 Classified Senate Code: <http://link.deanza.edu/IIIA13-2>
I.C.7-10 Student Handbook - Integrity: <http://link.deanza.edu/IC7-10>
I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.14.Q1 What professional development programs does the institution offer and/or support?
III.A.14.Q2 How does the institution identify professional development needs of its faculty and other personnel?
III.A.14.Q3 What processes ensure that professional development opportunities address those needs?
III.A.14.Q4 How does the college ensure meaningful evaluation of professional development activities?

III.A.14.Q5 What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?

III.A.14.Q6 What professional development programs relevant for DE/CE personnel does the institution support and/or provide?

III.A.14.Q7 How does the institution determine the professional development needs of its personnel involved in DE/CE?

Description

The college has developed a robust professional development program to support the skills and needs of all personnel, and to provide appropriate opportunities for meaningful personal and professional growth.

The Office of Professional Development oversees the allocation of development resources and coordinates a comprehensive set of programs for individual and institutional development. The office has responsibility for planning, promotion, dissemination of information and program evaluation (II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>). Programs include:

- New Employee Orientation & Support
- Faculty and Staff First Year Experience
- Instructional Skills Workshops
- Peer Evaluation Training
- Professional Conference and Travel Funds
- Technology Training
- Teaching and Learning Seminars
- Health, Wellness and Safety
- Service Excellence
- Partners in Learning Conference

The professional development office organizes orientation and first-year activities to engage, connect and align new faculty and staff employees with the mission, structure and personnel of the institution. The office also partners with other programs on campus to meet the strategic and Educational Master Plan goals of the campus (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>). For example, the office collaborates with the Office of Equity, Social Justice and Multicultural Education to address diversity and equity issues in curriculum, instructional materials and cultural pedagogies through workshops and activities. The office also partners with the Classified Senate to deliver “service excellence” training and activities that support a campus climate that is inclusive, welcoming and contributes to student success.

Topics related to equity and service excellence are integrated into the employee orientations and the first-year experience programs, focusing on awareness and appreciation for the diversity of the campus community (III.A.8-2 Employee Orientation: <http://link.deanza.edu/IIIA8-2>).

Student Learning Outcome (SLO) coordinators schedule trainings in all aspects of outcome development and tracking, covering Student Learning, Student Services, Administrative Unit and Program Level outcomes.

The professional development office also works with the Vasconcellos Institute of Democracy in Action (VIDA) to provide workshops on service learning, environmental sustainability and global citizenship.

A full-time faculty director and full-time classified program coordinator staff the office, with part-time assistance when funds are available.

Other professional development opportunities for faculty, classified professionals and administrators include:

- Attending professional conferences, workshops, classes, seminars and other revitalization activities.
- Participating in a district-maintained program of professional development leaves or sabbaticals.
- Training and retraining stipends for faculty and educational assistance funds for classified staff.
- In-service training and conferences that are discipline-specific and provided through the instructional and student services divisions.

In addition, SLO coordinators schedule trainings in all aspects of outcomes development and tracking, covering Student Learning, Student Services, Administrative Unit and Program Level outcomes. (III.A.14.Q1)

Through the Office of Professional Development, the college uses several methods to identify the professional development needs of its faculty, staff and administrators. These include periodic surveys and needs assessments, and institutional planning around strategic initiatives and the Educational Master Plan (III.A.14-1 Prof Development Reports: <http://link.deanza.edu/IIIA14-1>). The office's faculty director and classified program coordinator work with campus organizations such as the Academic and Classified senates; the Office of Equity, Social Justice and Multicultural Education; Vasconcellos Institute for Democracy in Action (VIDA); Student Learning Outcome (SLO) Steering Committee; the Partners in Learning Conference Committee; the Association of Classified Employees (ACE) and the Faculty Association (FA) to create avenues for feedback about professional development needs (III.A.14-2 Classified Retreat: <http://link.deanza.edu/IIIA14-2>; I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>).

The tenure process also includes a component that addresses professional development needs. During the tenure review, members of a candidate's tenure committee will make recommendations for professional development (III.A.14-3 Tenure Review: <http://link.deanza.edu/IIIA14-3>). After tenure is obtained, instructors and their supervisors can identify professional development opportunities and needs. (III.A.14.Q2)

The college uses several processes, including periodic assessments, to ensure that professional development opportunities address the needs of faculty and staff. The professional development office evaluates the assessment results and uses the findings to

create new programs, workshops and activities. Content experts are asked to create material with outcomes that will meet the identified needs, and the new programs are then added to the office's schedule of offerings.

For example, employee technology needs were assessed in the previous Accreditation Self-Study and in a 2013 campus survey (III.A.14-4 2011 Self-Study: <http://link.deanza.edu/IIIA14-4>; III.A.14-5 Technology Training Survey: <http://link.deanza.edu/IIIA14-5>). Based on the findings of these reports, the position of technology trainer was filled in fall 2015 with strong support from the college senior staff and the Instructional Planning and Budget Team.

In addition, the college has a program of Professional Achievement Awards (PAAs), which provide financial incentives for employees to pursue development opportunities. These awards are part of the employment agreements negotiated with employee groups (III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>; II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>; III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>).

Employees are also eligible for professional development leave after a certain period of service (II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>; III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>). Employees must request approval in advance and demonstrate that the area of study will enhance their performance and provide benefit to the college and students (III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>; II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>; III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>). (III.A.14.Q3)

The college ensures meaningful evaluation of professional development activities through several measures. The Office of Professional Development routinely collects participant evaluations from virtually all workshops, activities and events and uses them to assess programs. Participants are asked to evaluate the presentations and instructional materials, indicate if intended outcomes were met, and identify how the activity increased their knowledge or skill. Evaluation results are shared with the presenters and any needed improvements are discussed and implemented before the workshop is offered again. The schedule of programs offered each year is based on these evaluations and assessments.

The Professional Development office also maintains guidelines and instructions for employees who apply for conference and travel funds. The office director and program coordinator also participate on the Staff Revitalization and Professional Conference Funds Committee. The funding must be related to teaching and learning, job and skill enhancement, or professional development. Those awarded funding are required to submit a summary of the conference or activity and describe how it met their expected outcomes. The committee may invite employees to share their conference experiences and outcomes with colleagues on campus, through the Office of Professional Development (III.A.14-6 Conference Funds: <http://link.deanza.edu/IIIA14-6>).

Professional development activities are also assessed during the regular employee evaluation process, which often includes a discussion of currency of skills, goals and accomplishments (III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>; I.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>; III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>).

In addition, the Professional Achievement Awards have specific requirements that may include evaluation. For example, the instructional Professional Achievement Award includes creation of a self-evaluation report to encourage reflection on achievements and goals (III.A.14-7 Faculty Agreement, Prof Achievement: <http://link.deanza.edu/IIIA14-7>). (III.A.14.Q4)

De Anza's professional development programs have helped to improve teaching and learning on campus. This impact is assessed in part through the regular employee evaluation process, as well as the self-evaluation portion of the Professional Achievement Award program. In addition, the Office of Professional Development conducts periodic surveys and needs assessments (III.A.14-1 Prof Development Reports: <http://link.deanza.edu/IIIA14-1>). (III.A.14.Q5)

As part of its professional development efforts, the college provides specific training opportunities for faculty and staff involved on online education. This includes faculty training in use of the Canvas course management systems (II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>). The college also offers professional development leaves for faculty to pursue certificates or advanced degrees in online teaching and learning (III.A.14-8 Faculty Agreement, Prof Development: <http://link.deanza.edu/IIIA14-8>). (III.A.14.Q6)

De Anza uses established processes to determine the professional development needs for instructors who teach online courses. During the normal tenure process, for example, members of a candidate's tenure committee will recommend professional development as warranted, based on the tenure review (III.A.14-3 Tenure Review: <http://link.deanza.edu/IIIA14-3>). After tenure is obtained, faculty members or their supervisors may identify professional development needs. The Professional Achievement Awards program also provides for instructors to create self-evaluation reports that are intended to encourage reflection on their goals and needs (III.A.14-7 Faculty Agreement, Prof Achievement: <http://link.deanza.edu/IIIA14-7>). (III.A.14.Q7)

Evaluation

The college meets this standard. Professional development is robust on campus, and critical to keeping faculty, classified professionals and administrators up to date on developments in their fields of expertise and on new technology that may assist them in serving students. It also assists with succession planning, as employees gain more skills and experience to move into higher level positions. Professional development programs are regularly evaluated to ensure that they are providing relevant improvements to employee skills and service to De Anza students.

Action Plan

1. Increase training for institutional planning, program review and resource allocations.
 - Work with the Office of Professional Development and the planning and budget teams to provide faculty and staff members with training and information about the institutional planning process, with the goals of improving their understanding and increasing engagement in the process.

Evidence for Standard III.A.14

II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
 I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
 III.A.8-2 Employee Orientation: <http://link.deanza.edu/IIIA8-2>
 III.A.14-1 Prof Development Reports: <http://link.deanza.edu/IIIA14-1>
 III.A.14-2 Classified Retreat: <http://link.deanza.edu/IIIA14-2>
 I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
 III.A.14-3 Tenure Review: <http://link.deanza.edu/IIIA14-3>
 III.A.14-4 2011 Self-Study: <http://link.deanza.edu/IIIA14-4>
 III.A.14-5 Technology Training Survey: <http://link.deanza.edu/IIIA14-5>
 III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
 II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>
 III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>
 III.A.14-6 Conference Funds: <http://link.deanza.edu/IIIA14-6>
 III.A.14-7 Faculty Agreement, Prof Achievement: <http://link.deanza.edu/IIIA14-7>
 II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>
 III.A.14-8 Faculty Agreement, Prof Development: <http://link.deanza.edu/IIIA14-8>

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

III.A.15.Q1 What are the institution's provisions for keeping personnel records secure and confidential?
 III.A.15.Q2 How does the institution provide employees access to their records?

Description

The college provides security and confidentiality for personnel records by adhering to best practices, legal requirements, local policy and contractual regulations. The Foothill-De Anza Community College District provides institutional direction for these practices, requirements and regulations. Procedures adopted by the board of trustees cite relevant laws and delineate the college's responsibilities (II.C.8-1 Administrative Procedure 3260: <http://link.deanza.edu/IIC8-1>). De Anza follows legal requirements imposed by the Employee Retirement Income Security Act (ERISA); Family Educational Rights and Privacy Act (FERPA); Health Insurance Portability and Accountability Act (HIPAA) and California laws regarding breach notifications (Civil Code 1798.29) and security of personal information (Civil Code 1798.85). (III.A.15.Q1)

Personnel files are maintained by the district in accordance with board policy, which states that materials that may serve as the basis for affecting status of employment are to be made available for inspection by the person involved (III.A.15-1 Board Policy 4150: <http://link.deanza.edu/IIIA15-1>). The policy provides that employees have the right to inspect such materials on request. In addition, the policy states that employees must be given written notice of any derogatory material and an opportunity to review and submit written comments in response.

Negotiated agreements and handbooks for employee groups provide additional specifications for access to employee records (III.A.15-2 ACE Agreement: <http://link.deanza.edu/IIIA15-2>; III.A.15-3 CSEA Agreement: <http://link.deanza.edu/IIIA15-3>; III.A.15-4 Faculty Association Agreement: <http://link.deanza.edu/IIIA15-4>; III.A.15-5 POA Agreement: <http://link.deanza.edu/IIIA15-5>; III.A.15-6 Teamsters Agreement: <http://link.deanza.edu/IIIA15-6>; III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>; III.A.15-7 Confidential Employees Handbook: <http://link.deanza.edu/IIIA15-7>). (III.A.15.Q2)

Evaluation

The college meets this standard. It places a high priority on the security and confidentiality of its personnel records and has many procedures to maintain that security. The college allows employees appropriate access to their personnel records.

Evidence for Standard III.A.15

- II.C.8-1 Administrative Procedure 3260: <http://link.deanza.edu/IIC8-1>
- III.A.15-1 Board Policy 4150: <http://link.deanza.edu/IIIA15-1>
- III.A.15-2 ACE Agreement: <http://link.deanza.edu/IIIA15-2>
- III.A.15-3 CSEA Agreement: <http://link.deanza.edu/IIIA15-3>
- III.A.15-4 Faculty Association Agreement: <http://link.deanza.edu/IIIA15-4>
- III.A.15-5 POA Agreement: <http://link.deanza.edu/IIIA15-5>
- III.A.15-6 Teamsters Agreement: <http://link.deanza.edu/IIIA15-6>
- III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
- III.A.15-7 Confidential Employees Handbook: <http://link.deanza.edu/IIIA15-7>

III.B Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

- III.B.1.Q1 How does the institution assure access to its facilities?
- III.B.1.Q2 How does the institution ensure it maintains sufficient control over off-site facilities to ensure their quality?

III.B.1.Q3 What research and analysis process does the institution use to identify the need for equipment and other facilities to support and assure the integrity and quality of its programs and services provided in DE/CE mode?

III.B.1.Q4 What mechanisms does the college employ to evaluate how effectively equipment and facilities meet the needs of programs and services in DE/CE mode?

Description

The college provides safe and sufficient physical resources on campus. Campus facilities comply with applicable accessibility standards and building regulations developed by the California Division of the State Architect, and with federally mandated health and safety requirements, including the Americans with Disabilities Act. (III.B.1.Q1)

The college does not operate programs at off-campus locations. (III.B.1.Q2)

De Anza uses the program review process to identify the need for equipment and facilities to support its online programs (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). (III.B.1.Q3)

The college assessed the effectiveness of its equipment and facilities for meeting the needs of its online programs as part of the Substantive Change Proposal submitted to the Commission in 2016 (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). The Commission approved this proposal in May 2016 (I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>). The Facilities Master Plan of the Foothill-De Anza Community College District is also used as a guide to determine future facilities needs at the campus (I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>). (III.B.1.Q4)

Evaluation

The college meets this standard by assuring safe and sufficient physical resources are present at any locations where it offers services. De Anza uses the program review process and other assessments to evaluate needs and maintain its facilities.

Evidence for Standard III.B.1

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>

I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>

I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>

I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

- III.B.2.Q1 How does the institution consider the needs of programs and services when planning its buildings?
- III.B.2.Q2 What processes ensure that program and service needs determine equipment replacement and maintenance?
- III.B.2.Q3 How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services?
- III.B.2.Q4 What processes are used to ensure that program and service needs determine equipment replacement and maintenance for DE/CE?
- III.B.2.Q5 How well does the institution meet its equipment needs for distance education? Are the equipment needs included in the facilities evaluations that the institution conducts?

Description

De Anza is committed to providing physical facilities and resources that will meet the needs of its students, programs and overall mission. The college considers program and service needs when it plans buildings.

The process starts with the Educational Master Plan, which is the primary planning document for the campus (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>). That in turn drives the development of the Facilities Master Plan and subsequent decisions to build, upgrade or replace physical resources (I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>).

The Facilities Master Plan draws input from a wide range of campus constituencies represented on the Campus Facilities Team, including faculty and the Disability Support Programs and Services division (III.B.2-1 Campus Facilities Team: <http://link.deanza.edu/IIIB2-1>). Both the college and the district assess demographic trends and the educational needs of the communities served by De Anza. College divisions assess their growth and program needs, while the district evaluates the capacity, load and efficiency of academic space. Program plans are also used to identify campus needs. (I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>). (III.B.2.Q1)

De Anza has several processes to ensure that program and service needs determine equipment replacement and maintenance. The college uses funding from Measure C, a district bond measure, to replace classroom furniture and equipment as classrooms are renovated or new buildings are constructed. Measure C also provided funds for furniture, fixtures and equipment (FF&E) to upgrade existing classrooms and offices. Classroom furniture for buildings that are not being retrofitted are replaced on an as-needed basis.

To further increase transparency, the college has refined its process for allocating FF&E funds to support instructional, student service and operational needs. Under this procedure:

1. Deans and directors identify the need for furniture or equipment, as reflected in the department's program review.
2. The department completes a Furniture Equipment Request Form and submits it to the FF&E coordinator.
3. The FF&E coordinator meets with the dean or director, or a designated point of contact, to determine the scope of the project, based on available space and the following guidelines
 - Current furniture or equipment is broken or inoperable
 - Current furniture or equipment is not functional for program needs
 - New furniture or equipment would improve department functions and student experience
 - Current furniture is not ADA compliant.
4. The FF&E coordinator submits the request form and a project scope report to College Operations for review.
5. Projects using Measure C FF&E funds are submitted by College Operations to the Campus Facilities Team for review and approval. Projects not using Measure C FF&E funds are submitted by College Operations to the area vice president for review and approval.
6. College Operations schedules the project around the academic calendar and expected workload.
7. At the start of the project, College Operations meets with the dean or director to begin formal planning.
8. Based on college standards, College Operations will develop furniture plans and present them to the dean or director for approval.
9. Once the dean or director approves the final plan, College Operations will process the purchase requisition to order the furniture and manage delivery and installation.

(III.B.2-2 F&E Purchase Procedures: <http://link.deanza.edu/IIIB2-2>)

In addition, the college has developed a plan for installing new multimedia and computer equipment in renovated classrooms and labs, and a process for replacing equipment in existing multimedia classrooms and labs (III.B.2-3 MME Measure C Refresh: <http://link.deanza.edu/IIIB2-3>). The college also has established a priority-based system for replacing computer equipment used by faculty and staff.

The college also has a planning process for custodial and grounds equipment. The manager of the Custodial department and the grounds supervisor assess their needs annually, before requesting funds from annual operating budgets, FF&E dollars from the Measure C bond, or year-end fund balances, if available. (III.B.2.Q2)

De Anza evaluates how effectively its facilities and equipment are meeting program needs through the program review process (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>).

The Office of College Operations periodically distributes surveys to determine if adjustments are required (I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>).

The sufficiency and effective use of facilities and equipment for instructional programs is also assessed by departmental scheduling staff, in conjunction with the college Scheduling Office, under the direction of the associate vice president of Instruction. The Scheduling Office works with department personnel to identify appropriate classrooms and educational equipment. Specific classrooms are designated for the use of each department, and the departmental schedulers assign classes to these classrooms. The Scheduling Office also coordinates any needs for additional equipment or a multimedia classroom (III.B.2-4 Scheduling: <http://link.deanza.edu/IIIB2-4>). (III.B.2.Q3)

De Anza uses the same processes to ensure that program and service needs determine equipment replacement and maintenance for online education. The Online Education Center regularly completes a program review to evaluate its current and future needs. In addition, the college recently completed a Substantive Change Proposal that evaluated its needs to effectively deliver services and instruction to its online students (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (III.B.2.Q4)

The college has met the equipment needs of its online education programs. These needs are included in campuswide facilities evaluations, including the five-year Facilities Master Plan that will be used as a blueprint for future development and upgrades (I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>). (III.B.2.Q5)

Evaluation

The college meets this standard. It plans for facility and equipment needs in a manner that assures effective utilization and quality, while keeping the needs of instruction and the overall mission as the guiding force.

Evidence for Standard III.B.2

- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- III.B.2-1 Campus Facilities Team: <http://link.deanza.edu/IIIB2-1>
- III.B.2-2 F&E Purchase Procedures: <http://link.deanza.edu/IIIB2-2>
- III.B.2-3 MME Measure C Refresh: <http://link.deanza.edu/IIIB2-3>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- III.B.2-4 Scheduling: <http://link.deanza.edu/IIIB2-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.3.Q1 What process does the institution use to assess the use of its facilities? How often does the evaluation occur?

III.B.3.Q2 How does the college use the results of the evaluation to improve facilities or equipment?

III.B.3.Q3 What evaluation process does the institution use to assess the use of its facilities? Does the process also include the needs for equipment used for course offerings in DE mode? How often does the evaluation occur?

Description

De Anza regularly assesses the use of its facilities and applies that information to making the most effective use of physical resources in support of programs and services.

The Facilities, Operations and Construction Management department of the Foothill-De Anza Community College District conducts annual space inventories (III.B.3-1 Space Inventory: <http://link.deanza.edu/IIIB3-1>) to determine the ratio of capacity to load or usage of campus facilities. This information is used to identify where more facilities are needed (I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>).

The college also tracks the use of academic and non-academic space with the help of Resource 25 scheduling software (III.B.3-2 Resource25: <http://link.deanza.edu/IIIB3-2>). Quarterly data from Resource 25 allows the campus to determine whether rooms are efficiently scheduled. Resource 25 reports are generated almost daily during scheduling periods to identify time slots and rooms that are available for scheduling.

In addition, the district's Educational Technology Services (ETS) office evaluates audio-visual equipment on an annual basis and alerts department deans or the vice president of Instruction when equipment needs repair or replacement. (III.B.3.Q1)

De Anza uses the information gathered from the space inventory, Resource 25 and other evaluation tools to plan future improvements through the Facilities Master Plan and the Five-Year Capital Outlay Plan for the Foothill-De Anza Community College District (III.B.3-3 Five-Year Capital Outlay Plan: <http://link.deanza.edu/IIIB3-3>). An updated Facilities Master Plan, which reflects the needs identified in the 2015-2020 Educational Master Plan, was approved by the district board in 2016 (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>).

District ETS uses its evaluations of audio-visual equipment as the basis for regular discussions with college representatives about priorities for multimedia installations and upgrades in classrooms, as well as computer replacement. These priorities are scheduled in the ETS Project Scheduling Subcommittee of the Technology Committee (III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>). (III.B.3.Q2)

These assessments of facilities and equipment also address the needs of De Anza's online programs. In addition, the Online Education Center regularly completes a program review

to evaluate its current and future needs. The college also assessed the effectiveness of its facilities and equipment for online learning in the Substantive Change Proposal that was submitted to and approved by the Commission in 2016 (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (III.B.3.Q3)

Evaluation

The college meets this standard. It has numerous processes in place to ensure that it regularly and effectively evaluates its physical resources and adjusts as necessary to continue to provide the best facility and equipment possible for its staff, faculty and students.

Evidence for Standard III.B.3

- III.B.3-1 Space Inventory: <http://link.deanza.edu/IIIB3-1>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- III.B.3-2 Resource 25: <http://link.deanza.edu/IIIB3-2>
- III.B.3-3 Five-Year Capital Outlay Plan: <http://link.deanza.edu/IIIB3-3>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

- III.B.4.Q1 What process does the institution follow to develop capital plans? How are long-range capital projects linked to institutional planning?
- III.B.4.Q2 What elements comprise the definition of “total cost of ownership” that the institution uses when making decisions about facilities and equipment?
- III.B.4.Q3 How do planning processes ensure that capital projects support college goals? How effective is long-range capital planning in advancing the college improvement goals?
- III.B.4.Q4 How do long range capital plans support improvement goals and reflect projections related to equipment needed for DE/CE?

Description

De Anza develops capital plans that link long-range capital projects to overall institutional planning.

The college completed an assessment of its facilities in spring 2016 as part of the Facilities Master Plan, as a companion document to the Educational Master Plan (I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>; I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>). With a focus on equity and the educational goals identified in the Educational Master Plan, the Facilities Master Plan was developed with an eye toward six major goals: enhancing student achievement, improving campus connectivity, improving

efficiency of facilities, right-sizing facilities to meet program needs, improving security and safety, and promoting sustainability. (III.B.4.Q1)

In making decisions about facilities and equipment, the college considers several elements that contribute to the “total cost of ownership.” These include energy efficiency, maintenance and repair needs.

Because the campus is essentially built out, with little to no additional usable space, any new construction would necessarily consist of replacing or improving current buildings. In addition to improving program use, these renovations will include improving energy efficiency and reducing the carbon footprint of college activities. The college has made sustainability a priority and, since 1999, has made sure to follow standards developed by Leadership in Energy and Environmental Design (LEED) in designing new campus buildings (III.B.4-1 LEED Certified Buildings: <http://link.deanza.edu/IIIB4-1>). This is consistent with Foothill-De Anza Community College District policies (III.B.4-2 Board Policy 3214: <http://link.deanza.edu/IIIB4-2>; III.B.4-3 Administrative Procedure 6510: <http://link.deanza.edu/IIIB4-3>). Among other benefits, LEED standards assist with controlling the cost of ownership of buildings and facilities because the designs enable more efficient operation.

The district Facilities, Operations and Construction Management Department periodically inspects campus facilities to ensure that all heating, ventilation and air conditioning (HVAC) and electrical systems are functioning properly. These inspections are part of a routine preventive maintenance program for the campus and include, for example, the annual inspection of boilers and chillers.

Maintenance funding comes from three sources: The major maintenance program addresses specific items such as pathway replacement or major tree trimming. The state’s scheduled maintenance categorical program, which is developed as a five-year plan, covers exterior repairs, HVAC, roofing, utilities and related items; it requires matching funds from the district. The third source is Measure C, the district bond issue, which has allowed the district to develop a maintenance plan and schedule for certain functions until 2021. (III.B.4.Q2)

Overall, the college ensures that capital projects support college goals by ensuring the five-year Educational Master Plan drives the development of the district’s Facilities Master Plan, along with college decisions to build, upgrade or replace physical resources.

The college Facilities Committee draws input from a wide range of campus constituency groups, including faculty the Disabilities Support Programs and Services division. The committee and the district also assess data on the demographic characteristics and educational needs of the communities served by the college. College divisions assess their growth and program needs, while the district evaluates capacity, load and efficient use of academic facilities. Program reviews are also used to identify campus needs (III.B.4-4 Campus Facilities Team: <http://link.deanza.edu/IIIB4-4>). (III.B.4.Q3)

De Anza’s long-range capital plans also support the goals and needs of its online education programs. The Online Education Center regularly completes a program review to evaluate its current and future needs. In addition, Online Education recently completed a Substantive Change Proposal that evaluated its needs to effectively deliver services and instruction to its online students (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (III.B.4.Q4)

Evaluation

The college meets this standard and the Policy on Distance Education. Its long-range capital plans are clearly linked to the major strategic planning document, the Educational Master Plan, to ensure that college goals and mission are supported. Maintenance and sustainability efforts are designed to address the total cost of ownership of new facilities and equipment.

Evidence for Standard III.B.4

- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- III.B.4-1 LEED Certified Buildings: <http://link.deanza.edu/IIIB4-1>
- III.B.4-2 Board Policy 3214: <http://link.deanza.edu/IIIB4-2>
- III.B.4-3 Administrative Procedure 6510: <http://link.deanza.edu/IIIB4-3>
- III.B.4-4 Campus Facilities Team: <http://link.deanza.edu/IIIB4-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

III.C Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

- III.C.1 Q1 How does the institution ensure that its various types of technology needs are identified?
- III.C.1 Q2 How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met?
- III.C.1 Q3 How does the institution make decisions about technology services, facilities, hardware, and software?
- III.C.1 Q4 Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recover, privacy, and security?
- III.C.1 Q5 How does the institution make decisions about use and distribution of its technology resources?
- III.C.1 Q6 How does the institution evaluate the effectiveness of technology in meeting its range of needs? How effectively are those needs met? (Federal Regulation)
- III.C.1 Q7 How does the institution make decisions about technology services, hardware, and software to ensure that the needs of faculty responsible for DE/CE are met?
- III.C.1 Q8 Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for distance education courses and programs is reliable and sustainable? (Federal Regulation)

Description

The college identifies and addresses technology needs through several channels, which combine to ensure that the college has adequate and appropriate hardware, software, services, facilities and professional support for its academic and operational functions. These include:

- Program reviews, chiefly in the areas of Instruction and Student Services (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>).
- Collaboration with the Educational Technology Services (ETS) department of the Foothill-De Anza Community College District (III.C.1-1 ETS: <http://link.deanza.edu/IIIC1-1>), including participation on the district's Educational Technology Advisory Committee (ETAC).
- The college Technology Committee, which includes representation from all governance groups and position classifications (III.C.1-2 Technology Committee Membership: <http://link.deanza.edu/IIIC1-2>).
- Other technology-related committees on campus, such as the Online Education Advisory Group.
- Departmental planning efforts, including the significant strategic planning undertaken by Distance Learning (now the Online Education Center) that followed the 2014 arrival of a new dean of Learning Resources and contributed to the Substantive Change Proposal approved by the Commission in 2016 (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>).
- Surveys, such as the comprehensive spring 2016 Technology Survey of employees, complete with numerous opportunities for open-ended responses (III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>) and the 2013 Technology Training Survey of employees (III.A.14-5 Technology Training Survey: <http://link.deanza.edu/IIIA14-5>).

Technology also figured in the 2016 Accreditation surveys of both students and employees (I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>; I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>). In addition, the district surveyed students on the types of computers or mobile devices they use (III.C.1-4 Device Usage Survey: <http://link.deanza.edu/IIIC1-4>). (III.C.1.Q1)

The college uses the same committees and tools to evaluate the effectiveness of its technology and to ensure that technology needs are met. For example, the 2016 Technology Survey offered extensive opportunities for respondents to comment in detail (III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>). The campus Technology Committee closely analyzed the results (III.C.1-5 Technology Committee Notes 6.2.16: <http://link.deanza.edu/IIIC1-5>). Similarly, the relevant planning and budget teams analyze program reviews.

The technology project planning process is another tool for evaluating the effectiveness of technology at the college. Every project plan includes a list of deliverables and critical success factors that are measurable (III.C.1-6 ETS Project Request Tracking: <http://link.deanza.edu/IIIC1-6>). At the culmination of each project, the project team evaluates how well these deliverables and success factors were met. Once a project is completed, the district ETS develops a service level agreement with the functional stakeholders. The agreement describes

how the system or project will be maintained and how its ongoing success will be evaluated. These agreements are updated to reflect new and evolving needs and success criteria.

A separate process is used to evaluate technology for instructional use. The college Technology Committee assists in evaluating requests for academic technologies on campus. The committee meets monthly and discusses the effectiveness of existing and new technologies, among other key topics. A technology procurement prioritization team works with ETS to prioritize new academic technologies for deployment on campus (III.C.1-7 ETS Projects: <http://link.deanza.edu/IIIC1-7>). During that process, technology effectiveness is evaluated for each project that will be funded.

In addition, the district Educational Technology Advisory Committee (ETAC) maintains a hardware and software standards panel that regularly evaluates existing and new technologies, making recommendations for new standards to both ETAC and the college technology committees (III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>).

Overall, the 2016 Technology Survey indicated that campus technology needs are being met effectively. The survey found 87 percent of respondents were satisfied or very satisfied with the Catalyst online course management system. Significantly, 99 percent of respondents indicated they felt their computer hardware needs were met. (III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>). (III.C.1.Q2).

Decisions about technology services, facilities, hardware and software are made through established governance processes on the college and district level, depending on the scale of the project. Small projects generally require approval from the appropriate manager and ETS. Mid-sized or large projects are generally reviewed by the president's cabinet, the appropriate planning and budget committees, the college Technology Committee, ETAC and ultimately the Chancellor's Cabinet. In addition, the Citizens' Bond Oversight Committee reviews projects funded through the Measure C bond issue, such as the recent renovation of the campus data center in Building L7, which included upgrades to the electrical feed and backup power supply, as well as new cabling, fire suppression and rooftop HVAC (III.C.1-9 Measure C - L7: <http://link.deanza.edu/IIIC1-9>). Depending on the scale of the project, reviewers examine the total cost of ownership and the project's alignment with the college and district mission. (III.C.1.Q3)

The college has made provisions for reliability, disaster recovery, privacy and security of its technology infrastructure. College librarians and staff ensure the integrity of Library systems, including databases and the interlibrary system. TracDat, the online system that holds data on Student Learning Outcomes, is hosted and backed up offsite. The college website is backed up offsite. The Admissions and Records office and other offices that keep student records are required to meet federal standards for protecting student information, including conditions set by the Family Educational Rights and Privacy Act (FERPA).

Most of the college's on-premise technology systems are maintained by the district ETS, which has allocated redundancy resources for high availability, recovery, and security as appropriate to the criticality of each system. For example, many small-scale systems provided by ETS have been migrated to virtualization technology that is replicated on-premise. Should a catastrophic failure occur, the on-premise backup system can be activated and service restored, often immediately. Banner, the district's enterprise resource planning system, is also hosted on the premises, but ETS maintains a fully redundant system that

is hosted at a commercial site in Southern California. In the event of catastrophic failure affecting the system, the district would be able to resume full business operations in minutes, with minimal loss of data.

ETS employs two full-time classified professionals who are dedicated to network and application security. Additionally, ETS regularly contracts with external evaluators to test the district's security posture and make recommendations for improvement.

In the case of contracted services or those hosted off-site, ETS managers and the vice chancellor of technology review all contracts for reliability and security provisions. The district maintains extensive contract language regarding information security, which is added to contracts if not already present. The district also requires a specific service level agreement for hosted services that describes the guaranteed availability of the system. (III.C.1.Q4)

The college makes decisions about its use and distribution of technology resources through established processes, depending upon the nature and cost of the resources in question, and whether the district or college has primary responsibility. These include:

- Routine faculty and staff hardware updates and replacements are scheduled by ETS within district and college funding parameters and computer standards. In recent years, these have been funded through Measure C, the district bond measure that raised money for construction, facilities, technology and equipment (III.C.1-10 ETS Standards: <http://link.deanza.edu/IIIC1-10>).
- Classroom technology upgrades are funded through Measure C and scheduled through the Technology Committee's ETS Project Scheduling (formerly Tech Prioritization) subcommittee (III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>).
- Projects are also subject to the college's program review process (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>).
- College divisions may make decisions on minor spending within their funding parameters, provided they meet technology standards established by ETS. Broader instructional areas may also make decisions through their leadership and their planning and budget team (III.C.1-11 IPBT Equipment List: <http://link.deanza.edu/IIIC1-11>).

The revamping of the Technology Committee in 2016 will help to ensure that college program technology decisions are reviewed by or emanate from the three planning and budget teams, which are key to the shared governance of the college and the integration of planning – in this case, technology planning – and budgeting. The Technology Committee is now composed of representatives from all governance groups and position classifications (III.C.1-2 Technology Committee Membership: <http://link.deanza.edu/IIIC1-2>).

The redefined Technology Committee is charged with developing the college's Technology Plan, advising on proposed technology projects after they are brought for initial consideration to the appropriate planning and budget team, offering feedback on training needs to the college technology trainer, and providing a venue for the centralizing of all technology-related information.

The college's 2017-2020 Technology Plan, developed by the committee and approved by College Council on Dec. 8, 2016, outlined a set of three-year goals and objectives that include:

- Promoting consolidation of technology functions that will yield economies of scale, foster better communication and advance equitable outcomes for students.
- Fostering student access and equity by collaborating with the Academic Senate and other key partners in the development and promotion of open educational resources.
- Collecting and analyzing data to guide the enrichment of the student experience through technology.
- Cultivating a culture in which technology training is seen as beneficial for all employees, while providing feedback on training needs and accessibility.

(I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>; III.A.1-5 CC Minutes 12.8.16: <http://link.deanza.edu/IIIA1-5>)

Administrative reorganization has also served to maximize technology human resources. In fall 2014, the college took steps toward better serving students, faculty and the campus as a whole by reorganizing the former Technology Resources Group, an amalgamation of positions with technology-related responsibilities, and redistributing the relevant staff into their departments of primary function. A vacant position was eliminated in order to fund a multimedia producer position with chief responsibilities for website video production, in acknowledgment of ever-increasing student affinity for video resources. In addition, the studio in the MLC was provided to the Film/Television Department for use as instructional space, with classes scheduled in the studio since spring 2015. The college also eliminated the use of the cable station at the end of 2014, in view of the fact that cable TV broadcast is outmoded as a course delivery method in urban areas and is not a promotional asset for the college, particularly in light of online content viewing availability and practices. (III.C.1.Q5)

The college has evaluated the effectiveness of technology in meeting its range of needs for online education, through surveys and the revised mission and composition of the Technology Committee, including members from Online Education and a standing reporting-out item on the topic (III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>; III.C.1-12 Technology Committee Information: <http://link.deanza.edu/IIIC1-12>). The college also assessed technology as part of its Substantive Change proposal to ACCJC in 2016. Technology and technology support was key to the proposal to offer 15 degrees and 22 certificates in which 51 percent or more of the required units can be earned online (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>).

Technology used in the college's online education programs is effective in meeting student needs. Online students have access to similar learning support services and student support services as face-to-face students. This includes access to information and interactive services online, as discussed in the Substantive Change Proposal (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (III.C.1.Q6)

De Anza uses established processes to ensure that its technology decisions meet the needs of faculty members who teach online. Such decisions are made on the college and district level, after review by the appropriate Planning and Budget teams, the college Technology Committee and the district ETAC. These groups consider department strategic plans, program

review and the recommendations of the Online Education Advisory Committee (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>). For example, to better meet the range of faculty needs in online teaching, the college launched an extensive review that led to faculty support for moving from the Catalyst to Canvas learning management systems (II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>).

De Anza also provides resources and training for faculty members who are involved in online education (II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>; III.C.1-13 Technology Training: <http://link.deanza.edu/IIIC1-13>). Additional resources are available for captioning videos and for embedding video in webpages (III.C.1-14 Captioning Videos: <http://link.deanza.edu/IIIC1-14>; III.C.1-15 Embedding Video: <http://link.deanza.edu/IIIC1-15>). (III.C.1.Q7)

Prior to summer 2017, the college provided for reliability, disaster recover, privacy and security of online education programs through a comprehensive plan and documentation developed by district ETS, which was the system administrator for the previous course management system, Catalyst. The system was backed up daily, with course data archived at the end of each quarter.

As of summer 2017, De Anza will have migrated to a new system, Canvas, as a replacement for Catalyst. Canvas is provided to all California community colleges through the state Online Education Initiative (OEI). Canvas is a cloud-based product that is managed by a commercial technology company, Instructure, and hosted on the Amazon Web Services (AWS) cloud platform. The system is maintained by Instructure with full redundancy through AWS and its geographically dispersed data centers. All college files are continuously backed up, in accordance with college data retention requirements. (III.C.1.Q8)

Evaluation

The college meets this standard by taking steps to identify and meet its technology needs, through the work of campus Planning and Budget and advisory governance groups and in collaboration with district ETS. In addition, the college has addressed technology needs for its online education programs, including moving to a new online course management system and providing other resources for online instruction.

The recent re-visioning of the college Technology Committee, approved by College Council and underscoring a culture of assessment and improvement, reflects a consensus that current technology is an essential element of instruction and campus operations. While campus surveys indicate general satisfaction with current technology, the committee has developed a Technology Plan with further goals and steps to be taken in coming years. Through ETS, the college has extensive measures in place to ensure reliability, security and disaster recovery for its technology systems.

Evidence for Standard III.C.1

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>

III.C.1-1 ETS: <http://link.deanza.edu/IIIC1-1>

- III.C.1-2 Technology Committee Membership: <http://link.deanza.edu/IIC1-2>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- III.C.1-3 Technology Survey: <http://link.deanza.edu/IIC1-3>
- III.A.14-5 Technology Training Survey: <http://link.deanza.edu/IIIA14-5>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- III.C.1-4 Device Usage Survey: <http://link.deanza.edu/IIC1-4>
- III.C.1-3 Technology Survey: <http://link.deanza.edu/IIC1-3>
- III.C.1-5 Technology Committee Notes 6.2.16: <http://link.deanza.edu/IIC1-5>
- III.C.1-6 ETS Project Request Tracking: <http://link.deanza.edu/IIC1-6>
- III.C.1-7 ETS Projects: <http://link.deanza.edu/IIC1-7>
- III.C.1-8 ETAC: <http://link.deanza.edu/IIC1-8>
- III.C.1-9 Measure C - L7: <http://link.deanza.edu/IIC1-9>
- III.C.1-10 ETS Standards: <http://link.deanza.edu/IIC1-10>
- III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>
- III.C.1-11 IPBT Equipment List: <http://link.deanza.edu/IIC1-11>
- I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
- III.A.1-5 CC Minutes 12.8.16: <http://link.deanza.edu/IIIA1-5>
- III.C.1-12 Technology Committee Information: <http://link.deanza.edu/IIC1-12>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>
- II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>
- II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>
- III.C.1-13 Technology Training: <http://link.deanza.edu/IIC1-13>
- III.C.1-14 Captioning Videos: <http://link.deanza.edu/IIC1-14>
- III.C.1-15 Embedding Video: <http://link.deanza.edu/IIC1-15>

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

- III.C.2 Q1 What provisions has the institution made to ensure a robust, current, sustainable, and secure technical infrastructure that provides maximum reliability for students and faculty?
- III.C.2 Q2 What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs?
- III.C.2 Q3 How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met?
- III.C.2 Q4 How does the institution make decisions about use and distribution of its

technology resources in relation to DE/CE?

III.C.2 Q5 What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs? (Federal Regulations)

III.C.2 Q6 What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs and that the evaluation includes the needs related to DE/CE?

Description

De Anza plans for a robust technology infrastructure by continuously supporting, updating and replacing its technology systems to ensure the quality and capacity are adequate to support the college.

The college works with the Educational Technology Services (ETS) department of the Foothill-De Anza Community College District to maintain its infrastructure, primarily through technology “refresh” projects funded by Measure C, the district bond measure. This funding allows ETS to maintain and refresh the data network and related components, telephone systems, data centers and server components, the enterprise resource planning (ERP) system and individual devices used by students, faculty and staff (III.C.2-1 Measure C, District Projects: <http://link.deanza.edu/IIIC2-1>; III.C.1-7 ETS Projects: <http://link.deanza.edu/IIIC1-7>).

In addition, the college has thoroughly discussed and planned its transition from the Catalyst online education system to Canvas, which was vetted and selected as the common course management system for California community colleges through the California Community Colleges’ Online Education Initiative. The new system offers enhanced features and support, and is hosted on the Amazon Web Services platform, with redundancy through AWS and its many data centers (III.C.2-2 Canvas FAQ: <http://link.deanza.edu/IIIC2-2>). (III.C.2.Q1)

The college bases its technology decisions on evaluations of program and service needs, as evidenced by the Educational Master Plan, which provides the direction and focus for all areas on campus (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>). This document informs other strategic planning efforts on campus, including the Technology Plan. The three-year life span of the Technology Plan reflects the campus’ understanding that technology needs and capabilities are constantly changing and require regular review to assess effectiveness and adjust future plans to meet changing technology trends and needs (I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>).

In addition, the program review process for the three main functional areas on campus – Instruction, Student Services and Finance and College Operations – allows both instructional and non-instructional programs to self-assess their performance and identify any staffing or equipment needed to maintain or improve service levels. These assessments are key components in the prioritization and allocation of resources. (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>).

The college also conducts surveys to ensure that current needs are being met and that new options are identified and prioritized. The results of these surveys help guide the future needs and direction of the various instructional, student service and administrative programs on

campus (III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>). (III.C.2.Q2)

The college makes technology purchases after prioritizing needs through the work of several committees at the campus and district level, which collaborate in providing direction for new and ongoing projects.

As a district-level shared governance group, the Educational Technology Advisory Committee (ETAC) develops an overall technology plan for the district and reviews progress toward the goals of this plan (III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>). The 2011-2016 plan used metrics and a forecast of campus technology needs to provide a road map for project priorities and a guide for developing needed systems (III.C.2-3 District Technology Plan: <http://link.deanza.edu/IIIC2-3>). An updated district plan, informed by the colleges' plans, is under development and progress is discussed regularly at ETAC meetings (III.C.2-4 ETAC Minutes: <http://link.deanza.edu/IIIC2-4>).

At the De Anza campus, the Technology Committee is a shared governance group including representatives from all constituencies and advises both College Council and ETAC. The Technology Committee has developed a college Technology Plan with goals and implementation steps for the next three years (I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>). In addition, the committee provides recommendations to the campus and district regarding technology proposals and training needs in support of equity and student success. The committee also reviews the effectiveness of technology-related projects and provides a venue for standing updates and the centralizing of all technology-related information (III.C2-5 Technology Committee: <http://link.deanza.edu/IIIC2-5>).

A subcommittee of the Technology Committee sets priorities for implementing bond measure technology projects. The ETS Project Scheduling Group was originally established to help prioritize the technology projects funded by two district bond programs, Measures E and C. Over time, it has added technology projects from all funding sources, including state lottery, instructional equipment funds, bond issues and general fund allocations. This group does not approve or establish the need for projects, but helps to schedule the implementation of already approved projects (III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>).

All of these groups regularly review the effectiveness of the technology on campus. Campus surveys indicate overall satisfaction with current technology (III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>).

In addition, the program review process allows both instructional and non-instructional programs to assess the effectiveness of resources that have been allocated to them (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>).

Since 2015, the college has been piloting the use of iPads for classroom use in the Automotive Technology Department, the Language Arts Division and other areas. The iPads enable students to collaborate, use software and view documents and images that aren't otherwise available or would require them to purchase expensive textbooks. Faculty members are provided training and technology support to help integrate the iPads into their teaching. The devices have been purchased with Basic Skills Initiative funding, approved by the Developmental and Readiness Education (DARE) Task Force (III.C.2-6 iPad Pilot Project: <http://link.deanza.edu/IIIC2-6>). (III.C.2.Q3).

Decisions about technology resources for online education are based on the results of program reviews and other factors, such as user impact, scale, ongoing timelines, available staffing and faculty impact. Departmental strategic plans and the recommendations of the Online Education Advisory Committee are also considered.

As an example, the college extensively discussed and planned its transition from the Catalyst course management system to Canvas, which has been selected as the common course management system for California community colleges through the state Online Education Initiative (OEI). The new system offers enhanced features and support, and is hosted on the Amazon Web Services platform (II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>). (III.C.2.Q4)

De Anza provides a robust and secure technical infrastructure for online education by working with the district ETS department to annually review infrastructure needs and to make sure hardware and software are current. The Canvas course management system provides continuous backup and redundancy through Amazon's geographically dispersed network of data centers.

The previous system, Catalyst, was administered and monitored by the district ETS. It operated on hardware located in a secure server room with backup power, with thorough provisions for backup and maintenance. (III.C.2.Q5)

The college bases its technology decisions on evaluations that include program and service needs for online education. This is reflected in the Instructional Planning and Budget Team program review process and the recent assessments of online education programs for the 2016 Substantive Change Proposal (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). (III.C.2.Q6)

Evaluation

De Anza meets this standard. The college works closely with the district to plan and maintain a robust and secure technology infrastructure that's capable of supporting instructional needs, campus operations and the overall mission. The college uses established processes to evaluate program and service needs, including needs for online education, and uses the results when it makes decisions about purchasing and deploying technology.

Evidence for Standard III.C.2

III.C.2-1 Measure C, District Projects: <http://link.deanza.edu/IIIC2-1>

III.C.1-7 ETS Projects: <http://link.deanza.edu/IIIC1-7>

III.C.2-2 Canvas FAQ: <http://link.deanza.edu/IIIC2-2>

I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>

I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>

I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>

III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>

- III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>
III.C.2-3 District Technology Plan: <http://link.deanza.edu/IIIC2-3>
III.C.2-4 ETAC Minutes: <http://link.deanza.edu/IIIC2-4>
III.C.2-5 Technology Committee: <http://link.deanza.edu/IIIC2-5>
III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>
III.C.2-6 iPad Pilot Project: <http://link.deanza.edu/IIIC2-6>
II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>
I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

III.C.3 Q1 How has the institution provided for the management, maintenance, and operation of its technological infrastructure and equipment?

III.C.3 Q2 Does the college provide an appropriate system for reliability and emergency backup?

Description

Management, operation and maintenance of De Anza's technology infrastructure is provided by district Educational Technology Services (ETS), overseen by the vice chancellor of technology. ETS serves as the centralized information technology unit for the college, its sister campus and district administration.

ETS has end-user support specialists embedded at all three district sites. Service Level Agreements specify the role of ETS in supporting various technology components in collaboration with functional stakeholders (III.C.1-1 ETS: <http://link.deanza.edu/IIIC1-1>). (III.C.3.Q1)

At the college, provisions have been made for reliability, disaster recovery, privacy and security of its technology infrastructure. College librarians and staff ensure the integrity of Library systems, including databases and the interlibrary system. TracDat, the online system that holds data on Student Learning Outcomes, is hosted and backed-up off-site. The college website is backed-up off-site. The Admissions and Records office and other offices that keep student records are required to meet federal standards for protecting student information, including conditions set by the Family Educational Rights and Privacy Act (FERPA).

Most of the college's on-premise technology systems are maintained by ETS, which has allocated redundancy resources for high availability, recovery and security as appropriate to the criticality of each system. For example, many small-scale systems provided by ETS have been migrated to virtualization technology that is replicated on the premises. Should a catastrophic failure occur, the on-premise backup system can be activated and service restored, often immediately. Banner, the district's enterprise resource planning system, is also

hosted on premises, but ETS maintains a fully redundant system hosted at a commercial site in Southern California. In the event of catastrophic failure affecting the ERP system, the district would be able to resume full business operations in minutes, with minimal loss of data.

In the case of contracted services or those hosted off-site, such as the Canvas course management system for online education, ETS managers and the vice chancellor of technology review all contracts for reliability and security provisions. The district also requires a specific service level agreement for hosted services that describes the guaranteed availability of the system (Information Security Agreements: Documents are not online, for security reasons, but are available for viewing on request).

Evaluation

The college meets this standard. The district ETS department provides appropriate management, maintenance and operation of De Anza's technology infrastructure, including measures for reliability and redundancy.

Evidence for Standard III.C.3

III.C.1-1 ETS: <http://link.deanza.edu/IIIC1-1>

Information Security Agreements: Documents are not online, for security reasons, but are available for viewing on request

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.4.Q1 How does the institution assess the need for information technology training for students and personnel?

III.C.4.Q2 What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided? How is the training evaluated?

III.C.4.Q3 How does the institution assess the need for information technology training related to DE/CE?

III.C.4.Q4 What technology training and information does the institution provide to students and personnel engaged in DE/CE courses and programs? Is the training different from training and information to students and personnel engaged in a traditional teaching mode? What is the rationale?

Description

De Anza provides instruction and support for students, faculty, staff and administrators in the use of relevant technology.

Student needs for technology training are assessed on an individual basis by faculty and staff, including employees in the Library and instructional labs, who provide hands-on training and assistance as needed on a daily basis. Employee needs were assessed in the previous Accreditation Self-Study and in a 2013 campus survey (III.A.14-4 2011 Self-Study: <http://link.deanza.edu/IIIA14-4>; III.A.14-5 Technology Training Survey: <http://link.deanza.edu/IIIA14-5>). Based on the findings of these reports, the position of technology trainer was filled in fall 2015 with strong support from the college senior staff and the Instructional Planning and Budget Team (IPBT). (III.C.4.Q1)

In addition to the individual training mentioned above, students have access to a number of self-service tutorials for using college or district online systems (III.C.4-1 Degreeworks: <http://link.deanza.edu/IIIC4-1>). These are available through the online MyPortal website and cover such topics as password reset, bill payment and printing on campus. The Online Education Center also provides training on its website for students in using the Canvas course management system (III.C.4-2 Online Education Resources: <http://link.deanza.edu/IIIC4-2>).

Training for employees includes quarterly sessions provided by the college technology trainer, focusing on standard productivity and web software used by the college. These sessions are evaluated through an online form completed by participants (III.C.4-3 Technology Training Evaluation: <http://link.deanza.edu/IIIC4-3>). Training is adjusted on the basis of these evaluations and the level of participation.

Training on a broad range of topics is also available to employees through Lynda.com, a commercial service with an extensive library of online courses, through a subscription arranged by the Foothill-De Anza Community College District. Employees also have online access to college training materials and instructional videos through the Learning Resources Division (III.C.1-13 Employee Technology Training: <http://link.deanza.edu/IIIC1-13>).

The college assesses the effectiveness of all these programs through periodic campus surveys on technology usage and needs (III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>). A survey in spring 2016 found 76 percent of respondents agreed or strongly agreed that sufficient training in the use of technology is provided to effectively carry out work responsibilities, including supporting student learning (I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>). (III.C.4.Q2)

Technology training needs for online education are assessed through campus surveys and the work of the Online Education Advisory Group, as well as by the campus technology trainer and instructional designers in the Online Education Center, who work closely with faculty members. (III.C.4.Q3)

In addition to its other technology training efforts, the college provides specialized training for students and faculty members involved with online education.

The Online Education Center offers student training on how to make the most of online learning and how to use the Canvas system (II.A.7-10 Online Education, Prospective Students: <http://link.deanza.edu/IIA7-10>; III.C.4-2 Online Education Resources: <http://link.deanza.edu/IIIC4-2>).

The center also provides training for faculty members who teach online. This training is offered both online (II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>) and through instructional designers who work with faculty members to develop course material. In addition, the Office of Professional Development provides teaching-skills workshops that address the unique nature of online courses and the demands of teaching to different learning styles remotely, as well as the college's broad attention to student success. (III.C.4.Q4)

Evaluation

The college meets this standard. De Anza provides appropriate training for technology used by students, faculty and staff. The college regularly assesses training needs and uses those assessments to develop additional training opportunities.

Evidence for Standard III.C.4

- III.A.14-4 2011 Self-Study: <http://link.deanza.edu/IIIA14-4>
- III.A.14-5 Technology Training Survey: <http://link.deanza.edu/IIIA14-5>
- III.C.4-1 Degreeworks: <http://link.deanza.edu/IIIC4-1>
- III.C.4-2 Online Education Resources: <http://link.deanza.edu/IIIC4-2>
- III.C.4-3 Technology Training Evaluation: <http://link.deanza.edu/IIIC4-3>
- III.C.1-13 Employee Technology Training: <http://link.deanza.edu/IIIC1-13>
- III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- II.A.7-10 Online Education, Prospective Students: <http://link.deanza.edu/IIA7-10>
- III.C.4-2 Online Education Resources: <http://link.deanza.edu/IIIC4-2>
- II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

- III.C.5 Q1 How does the institution make decisions about use and distribution of its technology resources?
- III.C.5 Q2 What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs?

Description

The college has established methods and procedures for making decisions about the use and distribution of technology resources. These depend in part on the nature and cost of the resources, and whether the college or the Foothill-De Anza Community College District has primary responsibility.

Methods for deciding on the distribution of resources include:

- The district's Educational Technology Services (ETS) department schedules routine updating and replacement of computer hardware used by staff and faculty members, based on technical standards and funding parameters set by the college and district (III.C.1-10 ETS Standards: <http://link.deanza.edu/IIIC1-10>). In recent years, this has been funded through the Measure C bond issue.
- Classroom technology upgrades are scheduled through the Technology Committee's ETS Project Scheduling Group, a subcommittee of the Technology Committee (III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>). These are also funded by the Measure C bond issue.
- Additional priorities are established through program review by the appropriate planning and budget teams (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>).
- Technology resources are provided to individual divisions, including online education, within funding parameters and district technology standards, and to broader instructional areas through the Planning and Budget teams (III.C.1-11 IPBT Equipment List: <http://link.deanza.edu/IIIC1-11>).
- At the district level, the Educational Technology Advisory Committee (ETAC) shared governance group that develops an overall technology plan for the district and reviews progress toward the goals of this plan (III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>). The district plan uses current metrics and a forecast of campus technology needs to provide a road map for project priorities and a guide for developing needed systems (III.C.2-3 District Technology Plan: <http://link.deanza.edu/IIIC2-3>).
- At the college, the newly revamped Technology Committee provides recommendations to the campus and district regarding technology proposals and training needs in support of equity and student success.

The Technology Committee is a shared governance group that includes representatives from all constituencies and advises College Council on technology issues. The committee also reviews the effectiveness of technology-related projects and provides a venue for the centralizing of all technology-related information (III.C.2-5 Technology Committee: <http://link.deanza.edu/IIIC2-5>).

In 2016, the committee produced a college Technology Plan with goals and steps for the next three years (I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>). This plan outlines a role for the committee to help guide the use of technology for learning and equity on campus, including:

- Fostering student access and equity by collaborating with the Academic Senate and other key partners in the development and promotion of open educational resources, which can replace more costly textbooks and course materials.
- Assisting, as affordable and feasible, in the organized provision of tablets and similar devices in classrooms and programs.
- Enhancing the course management system to foster meaningful student-instructor and student-to-student communication, and supporting increased use of the Canvas system in hybrid and face-to-face classes to improve student engagement and access to course material.

- Working with campus accessibility experts and the Disability Support Programs and Services (DSPS) office to evaluate accessibility and Americans with Disabilities Act (ADA) compliance across the college website, learning management system and student information systems.
- Improving student access to services through responsive web pages, focused application development and social media.
- Collecting and analyzing data to guide the enrichment of the student experience through technology. (III.C.5.Q1)

The college provides a robust, secure and reliable technical infrastructure for online education through close collaboration between the Online Education Center and district ETS. The center works with ETS to review infrastructure needs annually, and to acquire the hardware and software needed to stay current.

As of summer 2017, De Anza has migrated to a new online course management system, Canvas, which was adopted as a common platform by the California Community Colleges Online Education Initiative. Canvas is a cloud-based system that is managed by a commercial technology company, Instructure, and hosted on the Amazon Web Services (AWS) cloud platform. The system is maintained by Instructure with full redundancy through Amazon's geographically dispersed network of data centers. All college files are backed up continuously in accordance with the college's data retention requirements.

The previous system, Catalyst, was administered and monitored by the district ETS. It operated on hardware located in a secure server room with backup power, with thorough provisions for backup and maintenance. (III.C.5.Q2)

Evaluation

The college meets this standard. De Anza has established policies and procedures that guide how technology is used and determine how resources are distributed on campus. These include extensive measures to assure a robust and secure infrastructure for online education.

Evidence for Standard III.C.5

- III.C.1-10 ETS Standards: <http://link.deanza.edu/IIIC1-10>
- III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- III.C.1-11 IPBT Equipment List: <http://link.deanza.edu/IIIC1-11>
- III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>
- III.C.2-3 District Technology Plan: <http://link.deanza.edu/IIIC2-3>
- III.C.2-5 Technology Committee: <http://link.deanza.edu/IIIC2-5>
- I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>

III.D Financial Resources Planning

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

III.D.1.Q1 Does it have sufficient revenues to support educational improvement and innovation?

III.D.1.Q2 Are the institution's finances managed with integrity in a manner that ensures financial stability?

III.D.1.Q3 Does the resource allocation process provide a means for setting priorities for funding institutional improvements?

III.D.1.Q4 Are institutional resources sufficient to ensure financial solvency?

III.D.1.Q5 Does the institution's budget provide sufficient resources for the effective planning, maintenance, implementation and enhancement of DE courses, programs and services, as well as personnel development?

Description

De Anza College is committed to maintaining sufficient resources to support its learning programs and services, as well as ensuring that the distribution of resources supports the development and enhancement of programs and services with integrity and financial stability. The college demonstrates this commitment by using its mission and goals as the foundation for financial planning, as detailed in its Educational Master Plan 2015-2020 (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>). This guiding document provides an equity-driven framework for decision-making, by reinforcing the practice of continuous reflection and improvement in budget and planning, which drives a governance and budget process that is inclusive, transparent and understandable.

In recent years, enrollment has declined at both the college and overall in the Foothill-De Anza Community College District (III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>). This trend is the result of numerous factors, including economic fluctuations and workload reductions from the state, more opportunities for older students to work instead of going to school and fewer students graduating from two regional high school districts that traditionally send students to De Anza. The college has made efforts to counter the decline by expanding its online education offerings, strengthening support programs for current students, continuing its proactive outreach and school relations strategy and analyzing data to identify trends affecting specific groups or instructional areas (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>; III.D.1-2 Office of Outreach: <http://link.deanza.edu/IIID1-2>). Despite the enrollment downturn, the college has sufficient resources to support educational improvement and innovation.

Resource allocation starts at the district level, at which the board of trustees has approved budgets with clearly stated revenue and expense assumptions (III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>). Revenue flows from a variety of sources including apportionment, grants, fundraising, student activities and self-sustaining units (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>).

The college is responsible for allocating its portion of unrestricted general fund revenue, grants, bond measures and other funding generated by activities on campus. Guided by De Anza's mission, goals and Educational Master Plan, the shared governance groups on campus work cooperatively to allocate funds to best meet the needs of student learning and programs. Their work includes managing the challenges posed by longtime underfunding by the state, including categorical budget cuts and workload reductions during the past decade (III.D.1-3 Campus Budget Draft Reduction: <http://link.deanza.edu/IIID1-3>). As part of this process, the college has made a decision to make up revenue shortfalls with reserves (III.D.1-4 B Budget Standardization 10.6.15: <http://link.deanza.edu/IIID1-4>). In winter 2017, the campus made the decision to further augment the shortfalls with reserves (III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>). (III.D.1.Q1).

College finances are managed with integrity in a manner that ensures financial stability. The campus has a long history of transparency regarding providing financial information to all stakeholders by sharing information with governance groups and advisory committees (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>). In 2009, De Anza and the district implemented the Banner enterprise resource planning system to enhance research, financial transparency and student access. This system provides enhanced access and query features, including fiscal analysis and projections. To update constituency groups, quarterly and annual reports on the status of unrestricted funding are presented to the Campus Budget Team and College Council (III.D.1-6 CC Notes 6.9.16: <http://link.deanza.edu/IIID1-6>). Annual plans and reports for state grant programs, such as the Student Success and Support Program (SSSP) and Student Equity plans, are available on the college website (III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>). Campus financial information is also available through district documents such as the adopted budget, annual audit and quarterly reports (III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>).

Internal controls are a key component of ensuring that public funds are being used effectively. The district and its governing board have enacted policies, including internal controls, to ensure financial stability and integrity (III.D.1-9 District Business Services: <http://link.deanza.edu/IIID1-9>; III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>). (III.D.1.Q2)

For the college and district, the resource allocation process includes setting priorities for funding institutional improvements. The district distributes unrestricted funds according to the average full-time equivalent student (FTES) enrollment at each campus, after allocating funds for salaries, benefits and costs of districtwide functions such as auditing, utilities and insurance. The state issues categorical funds based either on campus performance, as with SSSP and Equity funding, or district functions, such as instructional equipment or scheduled maintenance, with allotment by estimated FTES. The college also generates some revenue of its own, through fundraising or other campus activities.

The campus has control over the allocation of the unrestricted funding of its discretionary "B" budget, including non-permanent salary and benefit costs, supplies, services and capital outlay (III.D.1-4 B Budget Standardization 10.6.15: <http://link.deanza.edu/IIID1-4>; III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>). This budget is approved through the shared governance process, as guided by the Educational Master Plan. In addition, each college department develops a program plan that identifies current and future needs. These plans are used to assess, rank and recommend funding as resources become available (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>). State grants and self-generated funds

are allocated as appropriate, depending on program requirements (III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>). (III.D.1.Q3)

De Anza has sufficient resources to ensure financial solvency. Both the college and the district keep reserve balances to cover unexpected expenses or reductions in income (III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>; III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>). When budget reductions became inevitable, most recently in 2009, the campus implemented a comprehensive shared governance process to identify and implement cost reduction strategies (III.D.1-3 Campus Budget Draft Reduction: <http://link.deanza.edu/IIID1-3>). The planning and budget teams of each division have established program review processes to ensure that funds are used in the most effective and efficient manner. (III.D.1.Q4)

The budget provides sufficient resources for De Anza's Online Education programs. Despite a historic focus on the face-to-face mode of delivery, online education has become an important element of De Anza's educational offerings as technology and training have improved and demand has increased. The college recently submitted a Substantive Change Proposal to expand the number of degrees and certificates offered with at least half the required courses available online (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). As part of this proposal, the Learning Resources Division and the Office of Institutional Research and Planning reviewed the required supporting services. This review found the college has "steadily ramped up equitable student services, developed automated processes within the course management system, and has continued to provide regular trainings and instructional design support for online courses." (III.D.1.Q5)

Evaluation

The college meets this standard, Eligibility Requirement 18, the Policy on Title IV Compliance and the Policy on Contractual Relationships with Non-Regionally Accredited Organizations. The institution regularly evaluates its resources and the effectiveness of the allocation process. It has processes in place to deal with significant changes in funding levels, both decreases and increases, as well as methods to determine which departmental areas will most benefit from changes in funding. Planning includes long term assessment of fiscal solvency and reserves to accommodate any sudden changes in funding levels.

Evidence for Standard III.D.1

- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- III.D.1-2 Office of Outreach: <http://link.deanza.edu/IIID1-2>
- III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>
- III.D.1-3 Campus Budget Draft Reduction: <http://link.deanza.edu/IIID1-3>
- III.D.1-4 B Budget Standardization 10.6.15: <http://link.deanza.edu/IIID1-4>
- III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- III.D.1-6 CC Notes 6.9.16: <http://link.deanza.edu/IIID1-6>

- III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>
 III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>
 III.D.1-9 District Business Services: <http://link.deanza.edu/IIID1-9>
 III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>
 I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

- III.D.2.Q1 Does the institution review its mission and goals as part of the annual fiscal planning process?
 III.D.2.Q2 Does the institution identify goals for achievement in any given budget cycle?
 III.D.2.Q3 Does the institution establish priorities among competing needs so that it can predict future funding? Do institutional plans exist, and are they linked clearly to financial plans, both short-term and long-range?
 III.D.2.Q4 Does the financial planning process rely primarily on institutional plans for content and timelines?
 III.D.2.Q5 Can the institution provide evidence that past fiscal expenditures have supported achievement of institutional plans?
 III.D.2.Q6 Does the governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning?
 III.D.2.Q7 What is the ending balance of unrestricted funds for the institution's immediate past three years? Is this amount sufficient to maintain a reserve needed for emergencies?
 III.D.2.Q8 How does the institution receive its revenues? Does this receipt pose cash flow difficulties for the college? If so, how does the college address cash flow difficulties? (e.g., Certificates of Participation (COPS), loans)?
 III.D.2.Q9 Has the institution sufficient insurance to cover its needs? Is the institution self-funded in any insurance categories? If so, does it have sufficient reserves to handle financial emergencies?

Description

The mission and values of De Anza College drive everything the college does, including financial planning (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>).

The college reviews its mission and goals as part of the annual planning process. Key planning documents that incorporate the mission statement as an integral part of the planning process include the Educational Master Plan, Facilities Master Plan and Technology Plan (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>; I.C.14-1 Facilities Master

Plan: <http://link.deanza.edu/IC14-1>; I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>). In addition, the Six-Year Planning and Resource Allocation Model includes an evaluation of both the mission and goals as part of its ongoing process (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>). As part of its annual planning process, each shared governance group reflects upon its activities during the year, including how their work assisted in furthering the mission and goals of the college (I.B.8-4 Annual Reflection: <http://link.deanza.edu/IB8-4>). (III.D.2.Q1)

In every budget cycle, the college identifies goals for achievement. The annual budget has established goals in place as a guide for the evolution of districtwide budgeting (III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>). The program review process allows departments and divisions to analyze their services and accomplishments, and to determine what is needed to continue providing exemplary service in accord with the college mission and values (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). The Six-Year Planning and Resource Allocation Model summarizes this process (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>). Institutional Metrics have been established to assist the campus in identifying and tracking important metrics that measure the effectiveness of the services and instruction that it offers to its students (I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>) (III.D.2.Q2)

De Anza establishes priorities among competing needs, anticipates future funding and develops institutional plans that are linked to short- and long-term financial plans. The college develops several planning documents, such as the Educational Master Plan, Facilities Master Plan and Technology Plan, that are closely tied to financial planning (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>; I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>; T.I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>). Some specialized grants, such as the Student Success and Support Program (SSSP) and Student Equity grants, require stand-alone plans that need to meet the goals and mission of the college while still addressing conditions imposed by the funding programs (III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>). In addition, the three major offices of Instruction, Student Services, and Finance and College Operations work with their respective planning and budget teams to review, rank and prioritize funding needs, both current and future, within their areas. (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). (III.D.2.Q3)

The financial planning process relies on institutional plans for content and timelines. The three major offices of Instruction, Student Services, and Finance and College Operations work with their respective planning and budget teams to review and prioritize funding needs in accordance with the college's mission, values and institutional planning documents such as the Educational Master Plan (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). The college planning and resource allocation cycle includes an evaluation of both the mission and goals as part of this ongoing process (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>). (III.D.2.Q4)

De Anza regularly provides evidence that past fiscal expenditures have supported the achievement of institutional plans. As an example, the use of both lottery and instruction equipment funding are annually reviewed by the Instructional Planning and Budget Team (IPBT) to ensure that funds are used to support not only the individual programs but the

planning priorities of the campus (I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>). The college program reviews include the outcomes of the resources allocated to various departments and divisions on campus (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). Every year the annualized B budget (unrestricted discretionary budget for campus use) is reviewed by various shared governance committees and forwarded to College Council for review and approval (III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>). (III.D.2.Q5)

The college provides information about fiscal planning to the governing board of the Foothill-De Anza Community College District and to other district leaders, and that information demonstrates the link between fiscal planning and institutional planning. The board reviews and accepts the college's master planning documents for education, facilities and technology (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>; I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>; I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>). In addition, the board, as well as its Audit and Finance subcommittee, are given a fiscal overview as part of both the Tentative Budget and Adopted Budget approval processes (III.D.2-2 Tentative Budget Presentation: <http://link.deanza.edu/IIID2-2>; III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>). The district also performs a wide-ranging fiscal self-assessment to review the various fiscal and internal control components related to the fiscal health of the district (III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>). The board has received updates specifically about the use and accomplishments of Student Equity Plan and SSSP funding (III.D.2-4 Equity Presentation: <http://link.deanza.edu/IIID2-4>). (III.D.2.Q6)

The ending balance of unrestricted funds for the college's immediate past three years is sufficient to maintain a reserve needed for emergencies. The district has both a district wide as well as a campus carry-forward balance that can be used for emergency needs.

The following are the district general fund balances, expressed as a percent of total expenses:

Fiscal Year	District Actual
2013-14	28.87%
2014-15	30.00%
2015-16	31.81%

(III.D.2-5 Adopted Budget 2014-15, page 95: <http://link.deanza.edu/IIID2-5>; III.D.2-6 Adopted Budget 2015-16, page 92: <http://link.deanza.edu/IIID2-6>; III.D.2-7 Adopted Budget 2016-17, page 90: <http://link.deanza.edu/IIID2-7>).

The campus is permitted to carry an unrestricted general fund carry-forward balance that is a subset of the district balance:

De Anza Unrestricted Carry-forward Balance		
FY 2014-15	7/1/14	\$5,100,000
FY 2015-16	7/1/15	\$5,400,000
FY 2016-17	7/1/16	\$5,400,000

(III.D.2.Q7)

De Anza primarily receives funds under a state apportionment formula that includes property taxes, enrollment fees, Educational Protection Act funding and allocations from the state general fund. As noted in the fiscal self-assessment document presented to the board, the district does not have cash flow difficulties. The district has experienced a positive cash flow over the past five years and has not borrowed funds through a tax revenue anticipation note since FY1996-97 (III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>). (III.D.2.Q8)

The Foothill-De Anza Community College District has sufficient insurance to cover its needs in the categories of liability, property and workers' compensation. It is not self-funded in any insurance categories and has sufficient reserves to handle financial emergencies. (III.D.2.Q9)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. Its mission and goals, as well as its planning documents developed through shared governance, are used as a key guide in future planning and budget allocation. In addition, the campus has developed a Six-Year Planning and Resource Allocation Model to ensure that it stays on cycle in meeting its goals and priorities. The policies and procedures the campus has in place ensure that not only are sound fiscal practices followed, but also transparency is included in the dissemination of information throughout the campus constituency groups.

Evidence for Standard III.D.2

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.B.8-4 Annual Reflection: <http://link.deanza.edu/IB8-4>
- III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>
- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>
- III.D.2-2 Tentative Budget Presentation: <http://link.deanza.edu/IIID2-2>
- III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>
- III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>

III.D.2-4 Equity Presentation: <http://link.deanza.edu/IIID2-4>

III.D.2-5 Adopted Budget 2014-15, page 95: <http://link.deanza.edu/IIID2-5>

III.D.2-6 Adopted Budget 2015-16, page 92: <http://link.deanza.edu/IIID2-6>

III.D.2-7 Adopted Budget 2016-17, page 90: <http://link.deanza.edu/IIID2-7>

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

III.D.3.Q1 Where or how are the processes for financial planning and budget recorded and made known to college constituents?

III.D.3.Q2 What mechanisms or processes are used to ensure constituent participation in financial planning and budget development?

Description

De Anza follows clearly defined processes for financial planning and budget development. These policies are adopted by the governing board of the Foothill-De Anza Community College District, and are available on the district's public website.

These policies include:

- Board Policy 3000: Principles of Sound Fiscal Management, which establishes responsible stewardship of available resources and fiscal planning that involves constituency input (III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>).
- Board Policy 3100: Budget Preparation, which states that “in accordance with Title 5 regulations, the tentative budget shall include estimated income and proposed expenditures in sufficient detail to permit comparisons between the proposed budget and the actual revenues and expenses in the current year” (III.D.3-1 Board Policy 3100: <http://link.deanza.edu/IIID3-1>).
- Board Policy 3110: Final (Adopted) Budget, which says that “on or before September 15 each year the Board of Trustees shall adopt a final budget for the fiscal year. The final budget shall reflect all relevant provisions in the state budget act, closing balances from the prior year and changes identified following approval of the tentative budget” (III.D.3-2 Board Policy 3110: <http://link.deanza.edu/IIID3-2>).

Budget documents are presented to the district board for approval at times established by Board Policy 3100 and Board Policy 3110 (III.D.3-3 Board Minutes 6.13.16: <http://link.deanza.edu/IIID3-3>; III.D.3-4 Board Minutes 9.12.16: <http://link.deanza.edu/IIID3-4>).

These processes are made known to the college through the Finance and College Operations Planning and Budget Team, Campus Budget Team and College Council (III.D.3-5 FCOPBT Agenda 10.21.16: <http://link.deanza.edu/IIID3-5>; III.D.3-6 Campus Budget Notes 11.1.16: <http://link.deanza.edu/IIID3-6>; III.D.3-7 CC Minutes 10.8.15: <http://link.deanza.edu/IIID3-7>) (III.D.3.Q1)

The college has processes to ensure constituent participation in financial planning and budget development, in accordance with Board Policy 3000, which states “the budgets are shared with constituency groups including student representatives” (III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>). Through De Anza’s shared governance process, all constituencies may participate in the development of the general fund discretionary budget, and the budget and program plans related to restricted programs such as Student Success and Support Programs (SSSP) and Student Equity (III.D.3-5 FCOPBT Agenda 10.21.16: <http://link.deanza.edu/IIID3-5>; III.D.3-6 Campus Budget Notes 11.1.16: <http://link.deanza.edu/IIID3-6>; III.D.3-8 B Budget Standardization 10.9.15: <http://link.deanza.edu/IIID3-8>; III.D.3-9 FCOPBT Equity & B Budget: <http://link.deanza.edu/IIID3-9>; III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>). (III.D.3.Q2).

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. The campus has established clearly defined guidelines and processes for financial planning and budget development. Close attention is paid to ensuring that there is clarity and transparency in the information provided to constituency groups. The input received is evaluated and implemented where effective and practical.

Evidence for Standard III.D.3

III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>
III.D.3-1 Board Policy 3100: <http://link.deanza.edu/IIID3-1>
III.D.3-2 Board Policy 3110: <http://link.deanza.edu/IIID3-2>
III.D.3-3 Board Minutes 6.13.16: <http://link.deanza.edu/IIID3-3>
III.D.3-4 Board Minutes 9.12.16: <http://link.deanza.edu/IIID3-4>
III.D.3-5 FCOPBT Agenda 10.21.16: <http://link.deanza.edu/IIID3-5>
III.D.3-6 Campus Budget Notes 11.1.16: <http://link.deanza.edu/IIID3-6>
III.D.3-7 CC Minutes 10.8.15: <http://link.deanza.edu/IIID3-7>
III.D.3-6 Campus Budget Notes 11.1.16: <http://link.deanza.edu/IIID3-6>
III.D.3-8 B Budget Standardization 10.9.15: <http://link.deanza.edu/IIID3-8>
III.D.3-9 FCOPBT Equity & B Budget: <http://link.deanza.edu/IIID3-9>
III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>

Fiscal Responsibility and Stability

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.4.Q1 Do individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments?

III.D.4.Q2 Does the institution establish funding priorities in a manner that helps the institution achieve its mission and goals? Are items focused on student learning given appropriate priority? What other documents are used in institutional planning?

Description

Institutional planning at De Anza is based on realistic assessments of financial resources and expenditures. Those involved in planning through shared governance receive accurate information about available funds, including the annual budget, showing ongoing and anticipated fiscal commitments. Budgets and other financial documents are also readily available on the Campus Budget webpage and the Foothill-De Anza Community College District website (III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>; III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>).

The Foothill-De Anza Community College District presents the tentative and adopted budgets for all funds to the district board of trustees as well as to the board's Audit and Finance Committee and the district Budget Advisory Committee (III.D.3-4 Board Minutes 9.12.16: <http://link.deanza.edu/IIID3-4>; III.D.4-3 Audit Committee Agenda 9.8.16: <http://link.deanza.edu/IIID4-3>; III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>). The information includes a presentation given by the vice chancellor of Business Services. At the campus level, the district budgets are addressed in meetings of the Campus Budget Team and College Council, the Academic and Classified senates and the college Planning and Budget teams (III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>; III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>; I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>; I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>; I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>).

Quarterly reports assessing the actual expenses versus budgeted forecasts for the district are prepared and presented to the board, district staff and various representative groups on campus, including shared governance and advisory committees.

District staff members also produce a fiscal self-assessment that evaluates the district's fiscal health. That information is shared with the board, the district Budget Advisory Committee and groups on campus (III.D.4-7 Board Highlights 2.9.15: <http://link.deanza.edu/IIID4-7>).

The campus is responsible for allocating and monitoring funds from grants, self-sustaining activities, enterprise activities and the unrestricted "B" budget, which covers supplies, services, capital assets and non-permanent salaries. Campus personnel receive quarterly updates on the needs and status of the campus "B" budget, through both the Campus Budget Team and College Council meetings (III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>; III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>). Planning for special

grant funding, such as Student Success and Support Program (SSSP) and Student Equity grants, are approved through the shared governance process (III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>). In recent years, the campus has made a decision to use the campus carry-forward balance to fund needed expenses (III.D.1-4 B Budget Standardization 10.6.15: <http://link.deanza.edu/IIID1-4>; III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>). The shared governance groups were integrally involved in that decision and are continuing to receive updates on the effect of the spending (III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>; III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>).

On an individual basis, designated employees have access to the financial information needed for their respective areas. The information can be obtained through several channels, including the Banner system for enterprise resource planning, the Argos system for generating enterprise resource planning reports, and monthly reports distributed by campus accounting personnel. Grant programs are assisted by both district and campus staff in creating budgets and forecasting expenditures and revenue needs. (III.D.4.Q1)

De Anza uses its mission and goals as guides for setting funding priorities. This places a heavy emphasis on programs and services that support student learning and equity, including closing the achievement gap.

The college's planning cycle is reviewed by the College Planning Committee (CPC) and College Council (III.D.4-8 Institutional Effectiveness: <http://link.deanza.edu/IIID4-8>). The CPC works with the three Planning and Budget teams to review and guide planning for Instruction, Student Services, and Finance and College Operations (I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>; I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>; I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>).

The Campus Budget Team reviews funding allocations and priorities, before presenting recommendations to College Council (III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>). The budget is reassessed for changes such as additional resources or adjustments based on organizational reductions. The college resource allocation model is based on reviewing the prior year's base and the district model, identifying uncontrolled costs and college needs, and productivity resulting from student contact hours.

A number of documents are used in institutional planning. The program review process identifies areas for growth and improvement of programs and services (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>). Budget reports provide the data for the ongoing refining and adjustment of needed resources. The SSSP, Student Equity and Basic Skills plans are monitored for resources needed. (III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>; III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>; II.A.2-3 DARE: <http://link.deanza.edu/IIA2-3>). (III.D.4.Q2)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. De Anza has well-developed processes for planning and shared governance, which ensure relevant budget information is shared with campus constituencies. These processes are based on careful, realistic assessments of resources and needs, and give the college mission and student learning the highest priority.

Evidence for Standard III.D.4

III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
 III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>
 III.D.3-4 Board Minutes 9.12.16: <http://link.deanza.edu/IIID3-4>
 III.D.4-3 Audit Committee Agenda 9.8.16: <http://link.deanza.edu/IIID4-3>
 III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>
 III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>
 III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>
 I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
 I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>
 I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>
 III.D.4-7 Board Highlights 2.9.15: <http://link.deanza.edu/IIID4-7>
 III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>
 III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>
 III.D.1-4 B Budget Standardization 10.6.15: <http://link.deanza.edu/IIID1-4>
 III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>
 III.D.4-8 Institutional Effectiveness: <http://link.deanza.edu/IIID4-8>
 I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
 III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>
 II.A.2-3 DARE: <http://link.deanza.edu/IIA2-3>

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

III.D.5.Q1 Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning?
 III.D.5.Q2 What do the audit statements say about financial management?
 III.D.5.Q3 Is the institutional budget an accurate reflection of institutional spending and does it have credibility with constituents?
 III.D.5.Q4 Are audit findings communicated to appropriate institutional leadership and constituents?
 III.D.5.Q5 Does the institution have an annual external audit to provide feedback on its processes?
 III.D.5.Q6 Does the institution review the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs?

Description

De Anza adheres to a shared governance process that provides financial integrity and internal controls and ensures that funds are allocated to achieve stated goals for student learning.

The major constituency groups on campus are represented on three planning and budget teams for Instruction, Student Services and Finance and College Operations (I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>; I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>; I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>). The Campus Budget Team makes resource allocation recommendations to College Council, supports prudent budget management and identifies budget needs on campus. Its members are representatives from each of the constituent groups at the college. (III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>). Overall, governance and budgeting are guided by the college mission statement including the Institutional Core Competencies, strategic initiatives, program reviews, learning outcomes, the Educational Master Plan, Facilities Master Plan and Technology Plan. (III.D.5.Q1)

The financial management of the college is secure. The most recent audit of the Foothill-De Anza Community College District did not identify any deficiencies in internal control over compliance, and found that the district “complied, in all material respects, with the compliance requirements” in the California Community Colleges Chancellor’s Office District Audit Manual (III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>).

The annual financial audit completed in 2016 concluded that district financial statements present information fairly and in accordance with generally accepted accounting principles (III.D.5-1 Annual Financial Report 2016, page 3: <http://link.deanza.edu/IIID5-1>). (III.D.5.Q2)

The college and district budgets accurately reflect institutional spending and the planning and decision making of the district, Campus Budget Team and the three Planning and Budget teams. The annual adopted budget and quarterly reports are posted publicly to the district website for review by any interested party (III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>). The college’s fiscal management is governed by district policy (III.D.5-2 Board Policies Chapter 6: <http://link.deanza.edu/IIID5-2>). (III.D.5.Q3)

The board of trustees and its Audit and Finance Committee, which includes members from the public, review any audit findings that have been communicated to college leaders (III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>). The board reviews the annual audit at a regular public meeting and directs the administration to provide responses as appropriate (III.D.5-4 Board Policy 3153: <http://link.deanza.edu/IIID5-4>). Audit reports are available to all stakeholders and to the public on the district website (III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>). (III.D.5.Q4)

The district undergoes an annual external audit to provide feedback on its processes (III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>). (III.D.5.Q5)
In addition, the district reviews the effectiveness of its past financial planning as part of its current and future planning. The college planning and budget teams and their constituents conduct program reviews, Administrative Unit Outcome assessments and continuous self-

improvement studies, as well as annual assessment of institutional effectiveness indicators, to make fiscal decisions (III.D.4-8 Institutional Effectiveness: <http://link.deanza.edu/IIID4-8>). These reviews include past budgeting information. Annual targets for Full-Time Equivalent Students (FTES) also drive financial planning in the next year. (III.D.5.Q6)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. The shared governance process ensures that funds are allocated in a manner that aligns with De Anza's mission and Educational Master Plan, and that its budget processes are accountable to the constituent groups on campus and in the district.

The annual audit statements show the district's financial management is secure. Annual budget information, quarterly reports and annual audits are freely available online for review by any interested party, and are also communicated to institutional leadership and constituents. The district board reviews the annual audit at a regular public meeting. The planning and budget teams at the college conduct program reviews, Administrative Unit Outcome assessments and continuous self-improvement studies to evaluate financial management practices.

Evidence for Standard III.D.5

- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>
- I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>
- III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
- III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>
- III.D.5-1 Annual Financial Report 2016, page 3: <http://link.deanza.edu/IIID5-1>
- III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>
- III.D.5-2 Board Policies Chapter 6: <http://link.deanza.edu/IIID5-2>
- III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>
- III.D.5-4 Board Policy 3153: <http://link.deanza.edu/IIID5-4>
- III.D.4-8 Institutional Effectiveness: <http://link.deanza.edu/IIID4-8>

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

- III.D.6.Q1 Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning?
- III.D.6.Q2 What do the audit statements say about financial management?
- III.D.6.Q3 Does the institution provide timely corrections to audit exceptions and management advice?

III.D.6.Q4 Is the institutional budget an accurate reflection of institutional spending and does it have credibility with constituents?

III.D.6.Q5 Are audit findings communicated to appropriate institutional leadership and constituents?

Description

De Anza's budget and other financial documents are accurate and credible. They show that funds are allocated in a manner that will realistically achieve the college's stated goals for student learning.

The college ties resource allocation to the goals and objectives outlined in its guiding documents, including the college mission and values, the Educational Master Plan, the Facilities Master Plan and the Technology Plan (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>; I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>; I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>; I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>).

Specifically designated funds, such as the Student Success and Support Program (SSSP) and Student Equity, have guiding documents that specify their spending and planning. Self-sustaining and enterprise funds are responsible for maintaining services while keeping within a budget that will meet their revenue generation. (III.D.6.Q1)

The most recent financial audit, completed in 2016, concluded that district financial statements present information fairly and in accordance with generally accepted accounting principles (III.D.5-1 Annual Financial Report 2016, page 3: <http://link.deanza.edu/IIID5-1>). (III.D.6.Q2)

De Anza and the district provide timely corrections to audit exceptions and management advice. There was one finding related to financial aid for the years 2010-11, 2011-12 and 2012-13; it has since been resolved (III.D.6-1 ACCJC Annual Fiscal Report: <http://link.deanza.edu/IIID6-1>). In addition, for fiscal year 2015-16, there was one audit finding regarding TBA (to be arranged) course hours. The campus acted quickly to develop a process and corrective action plan for collecting attendance documentation for TBA courses, as well as for removing any hours that are deemed to not be in compliance (III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>). (III.D.6.Q3)

The college and district budgets are an accurate reflection of spending and have credibility with stakeholders. All financial reports are reviewed to ensure the college is making appropriate use of its resources, including by the board's Audit and Finance Committee, which includes community members. The committee oversees district budgeting processes and reviews the annual budgets, audit statements, fiscal reports to the state chancellor's office, bond reports, financial self-assessments and other applicable financial information. (III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>). The district also engages an independent certified public accounting firm to perform annual audits of financial statements for the district, the Foothill-De Anza Foundation and the Measure C General Obligation Bond Program (III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>). (III.D.6.Q4)

Audit findings are communicated to appropriate leadership and constituent groups. Annual audits are presented to all oversight committees including the board of trustees, its Audit and Finance Committee and the Citizens' Bond Oversight Committee (III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>; III.D.6-2 Measure C: <http://link.deanza.edu/IIID6-2>). The final audit report is reviewed and accepted by the district board. In addition, audits are presented to the Campus Budget Team and College Council (III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>; III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>). (III.D.6.Q5)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. Financial information issued by the college has a high degree of transparency, credibility and accuracy. An independent audit process further confirms the accuracy and credibility of the financial information distributed by the campus. Resources are allocated to support student learning programs and services, as outlined in the college mission statement and campus planning documents.

Evidence for Standard III.D.6

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
- III.D.5-1 Annual Financial Report 2016, page 3: <http://link.deanza.edu/IIID5-1>
- III.D.6-1 ACCJC Annual Fiscal Report: <http://link.deanza.edu/IIID6-1>
- III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>
- III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>
- III.D.6-2 Measure C: <http://link.deanza.edu/IIID6-2>
- III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
- III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

- III.D.7.Q1 What information about budget, fiscal conditions, financial planning, and audit results is provided throughout the college? Is this information sufficient in content and timing to support institutional and financial planning and financial management?
- III.D.7.Q2 Does the institution provide timely corrections to audit exceptions and management advice?
- III.D.7.Q3 Has the institution received any audit findings or negative reviews during the last six years? Have these been addressed in a timely manner?

Description

De Anza College and the Foothill-De Anza Community College District provide comprehensive and timely responses to all audit findings, and these are communicated appropriately.

Financial information is made widely available, at both the college and district levels, to support planning and financial management. Annual budget documents, quarterly reports and the annual audit are available for public viewing on the district website (III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>; III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>). Budgets are presented to the district board of trustees, the board's Audit and Finance Committee, the Citizens' Bond Oversight Committee and the district Budget Advisory Committee. A summary of the college budget is reported to the Campus Budget Team. Additional campus-level reports are made to budget managers, applicable staff and constituency groups. (III.D.7.Q1)

De Anza and the district provide timely corrections to audit exceptions when they exist. There were no exceptions in fiscal years 2013-14 or 2014-15 (III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>). In addition, Audit Management Recommendations are promptly addressed by the relevant parties. For example, in the fiscal year 2015-16 audit, the audit firm made a recommendation about improving internal control processes for the Accounts Payable reconciliation. The district immediately took action and is addressing the issue (III.D.7-1 Audit Committee Minutes 12.1.16: <http://link.deanza.edu/IIID7-1>). (III.D.7.Q2)

The district has had the following audit findings related to De Anza in the last six years:

Fiscal year 2010-11:

1. Student financial aid cluster, Pell Grant - internal control over compliance
2. Concurrent enrollment
3. State general apportionment funding
4. TBA hours

Fiscal year 2011-12:

1. Student financial aid cluster, Pell Grant - internal control over compliance
2. Instructional Material Fees

Fiscal year 2012-13:

1. Student financial aid cluster, Pell Grant - internal control over compliance

Fiscal Year 2013-14: none

Fiscal year 2014-15: none

Fiscal year 2015-16:

1. Documentation of TBA hours

With the exception of the student financial aid cluster, all audit findings were addressed immediately. The outstanding exception was due to a change in the “Return to Title IV” process and in a change in leadership of the Financial Aid office, which delayed the implementation of a long-term solution. Title IV funds were returned, but not all applicable timelines were met. This has been corrected. (III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>) (III.D.7.Q3)

Evaluation

De Anza College meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. Budget and audit information are shared widely and are available for viewing on the Foothill-De Anza Community College District website. Audit exceptions are addressed in a timely manner when they occur.

Evidence for Standard III.D.7

III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>

III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>

III.D.7-1 Audit Committee Minutes 12.1.16: <http://link.deanza.edu/IIID7-1>

III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

III.D.8.Q1 Are the institution’s special funds audited or reviewed by funding agencies regularly?

III.D.8.Q2 Do the audits demonstrate the integrity of financial management practices?

III.D.8.Q3 Are expenditures from special funds made in a manner consistent with the intent and requirements of the funding source? Are bond expenditures consistent with regulatory and legal restrictions?

III.D.8.Q4 Does the institution review its internal control systems on a regular basis? Does the institution respond to internal control deficiencies identified in the annual audit in a timely manner?

Description

Financial and internal control systems for De Anza College and the Foothill-De Anza Community College District are regularly assessed for their validity and effectiveness.

Special funds are audited regularly, in accord with district policy (III.D.5-4 Board Policy 3153: <http://link.deanza.edu/IIID5-4>). The policy calls for annual audits by certified public accounts, in accordance with the California Code of Regulations, Title 5, Sections 59; it further provides that a request for proposal for auditing services will be issued at least every five years. (III.D.8.Q1).

Audits of the college and district budgets demonstrate the integrity of financial management practices. The annual financial audit completed in June 2016 concluded that district financial statements present information fairly and in accordance with generally accepted accounting principles (III.D.5-1 Annual Financial Report 2016, page 3: <http://link.deanza.edu/IIID5-1>).

In addition, the most recent audit did not identify any deficiencies in internal control over compliance, and found that the district “complied, in all material respects, with the compliance requirements” in the California Community Colleges Chancellor’s Office District Audit Manual (III.D.5-1 Annual Financial Report 2016, page 89: <http://link.deanza.edu/IIID5-1>). (III.D.8.Q2).

Expenditures from special funds are consistent with the intent and requirements of the funding source; bond expenditures are consistent with regulatory and legal restrictions. As part of the annual audit, the district prepares a schedule of expenditures for federal and state awards (III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>). In addition, there is an annual assessment of debt repayment obligations to ensure that resources are allocated in a stable manner. As part of its annual budget report, the district updates Fund 200 with the activity of all district debt (III.D.1-1 Adopted Budget, page 73: <http://link.deanza.edu/IIID1-1>). The annual audit also examines all long-term debt and tracks both the debt issued and the repayment obligations (III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>). (III.D.8.Q3).

The college reviews its internal controls on a regular basis. In addition to the annual audit, the district also requests that its audit firm conduct performance audits targeting select areas for internal control improvement. The latest performance audit targeted setting protocols and appropriate guidelines for student and international payments. The district also conducts a regular fiscal self-assessment to review the fiscal and internal control components related to the financial health of the district (III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>). (III.D.8.Q4).

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. The financial and internal control systems are evaluated and assessed through an independent audit process as well through its internal processes. Internal controls for the college and the district are reviewed on an ongoing basis. The results of the review are used to revise procedures as needed. Any deficiencies are addressed and corrected.

Evidence for Standard III.D.8

III.D.5-4 Board Policy 3153: <http://link.deanza.edu/IIID5-4>

III.D.5-1 Annual Financial Report 2016, page 3: <http://link.deanza.edu/IIID5-1>

III.D.5-1 Annual Financial Report 2016, page 89: <http://link.deanza.edu/IIID5-1>

III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>

III.D.1-1 Adopted Budget, page 73: <http://link.deanza.edu/IIID1-1>

III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>

III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

III.D.9.Q1 What is the level of the institution's unrestricted fiscal reserve?

Description

The college has cash flow and reserves that are sufficient for stability, risk management and contingency planning. As of June 30, 2016, the Foothill-De Anza Community College District had an unrestricted fiscal reserve balance of \$57,919,372 (III.D.9-1 Adopted Budget Presentation: <http://link.deanza.edu/IIID9-1>). De Anza's share of this reserve was \$5,400,000. (III.D.9.Q1)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. The district's reserve level provides sufficient cash flow to meet any unforeseen emergency needs and allows for flexibility in meeting any unforeseen circumstances.

Evidence for Standard III.D.9

III.D.9-1 Adopted Budget Presentation: <http://link.deanza.edu/IIID9-1>

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

III.D.10.Q1 What processes does the institution use to assess its use of financial resources?

III.D.10.Q2 How does the institution demonstrate compliance with Federal Title IV regulations and requirements? (Federal Regulation)

III.D.10.Q3 How does the institution ensure that it assesses its use of financial resources systematically and effectively?

III.D.10.Q4 How does the institution use results of the evaluation as the basis for improvement?

Description

De Anza College practices effective oversight of all financial programs and related matters. The college and the Foothill-De Anza Community College District have several established processes for assessing the use of financial resources.

The district budget is reviewed and approved each year by the district board of trustees and its Audit and Finance Committee (III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>). The district budget and the college's discretionary "B" budget, along with any grant funding requiring collegewide approval, are reviewed through the shared governance

process and forwarded to College Council for a vote (III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>; III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>). In addition, each division and the planning and budget teams for Instruction, Student Services, and Finance and College Operations review and update their program reviews to reflect accomplishments, current status and future needs (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). (III.D.10.Q1)

The district demonstrates compliance with federal Title IV regulations and requirements by completing an annual independent audit of its processes and transactions. The district has not had an audit finding regarding its federal financial aid funding since fiscal year 2012-13. A finding that year reflected a weakness in timing, which was addressed, but no weakness in accuracy (III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>).

The college is also responding to two routine audits: a Federal Student Aid program review and a state Cal Grant audit. In September 2015, the U.S. Department of Education conducted an on-site program review to assess De Anza's administration of Title IV programs in which it participates. The program review report, received by the college on Dec. 1, 2015, identified 13 findings. The college has moved quickly to address any outstanding compliance issues. De Anza submitted its response regarding areas of non-compliance on Feb. 1, 2016.

In August 2016, the California Student Aid Commission conducted a performance review to determine if De Anza is administering and disbursing Cal Grant funds in accordance with applicable standards and policies. The review included transactions for the 2014-15 award year. As a result, the state notified De Anza of a deficiency in the reporting and reconciling of payments, resulting in a liability of \$6,033, and the review was expanded to include the 2012-13 and 2013-14 years for reconciliation purposes. De Anza has worked with the district grants office to rectify the deficiencies and establish appropriate procedures for future operations.

De Anza's default rates fall within the acceptable range under federal guidelines and parameters. De Anza cohort default rate (CDR) was 19.7 percent for fiscal year 2012-13, 18.3 percent for fiscal year 2011-12 and 17.1 percent for fiscal year 2010-11. The California Community Colleges Chancellor's Office launched a statewide default prevention project in 2013, providing a list of vendors that could assist colleges in managing their default rates. De Anza has retained one of the recommended firms, Educational Credit Management Corporation (ECMC), a nonprofit company that works to contact delinquent borrowers and provide them with counseling on repayment options to avoid default. ECMC is projecting an 18.2 percent CDR for fiscal year 2014. De Anza's goal is to reach a CDR of 15 percent for fiscal year 2015. (III.D.10.Q2)

The college and district have established processes to ensure that the use of financial resources is assessed systematically and effectively. At the college level, the program review process examines outcomes and resources allocated to various departments and divisions (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>). In addition, the discretionary "B" budget is reviewed by shared governance committees annually and forwarded to College Council for review and approval.

Other funding sources are regularly evaluated. For example, the Campus Center Advisory Committee reviews the activities of the Campus Center and its associated use fees (III.D.10-1

Campus Center Advisory Committee: <http://link.deanza.edu/IIID10-1>). Programs supported by categorical funds, such as Disability Support Programs and Services (DSPS) and Extended Opportunities Programs and Services (EOPS), submit annual reports to the state chancellor's office. Specially funded programs such as Student Equity and the Student Success and Support Program (SSSP) require extensive planning documents and annual reports. (III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>) (III.D.10.Q3)

These evaluations are used as the basis for improving programs and services. The evaluation process is directly linked to the college planning cycle (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>). When funds become available, deans work collaboratively with the faculty to determine needs for their divisions, based on the results of program reviews. The annual program review includes outcomes, institutional competencies and instructional metrics assessment. Funding requests are then submitted to three planning and budget teams, which discuss and prioritize projects to be funded (I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>; I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>; I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>; III.D.10-2 Program Review List: <http://link.deanza.edu/IIID10-2>).

The college also works with the Foothill-De Anza Foundation to address needs requiring additional resources (III.D.10-3 Foothill-De Anza Foundation: <http://link.deanza.edu/IIID10-3>). (III.D.10.Q4)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. It has established oversight processes to ensure that it effectively manages financial resources from all sources, including financial aid funding, grants, contracts and the district foundation.

Evidence for Standard III.D.10

- III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>
- III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
- III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>
- III.D.10-1 Campus Center Advisory Committee: <http://link.deanza.edu/IIID10-1>
- III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- III.D.10-2 Program Review List: <http://link.deanza.edu/IIID10-2>
- III.D.10-3 Foothill-De Anza Foundation: <http://link.deanza.edu/IIID10-3>

Liabilities

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

III.D.11.Q1 What evidence of long-term fiscal planning and priorities exists?

III.D.11.Q2 Does the institution have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.? Is this information used in short-term or annual budget and other fiscal planning?

III.D.11.Q3 Does the Institution allocate resources to the payment of its liabilities and funds/reserves to address long-term obligations? Are resources directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations?

Description

De Anza College and the Foothill-De Anza Community College District consider long-range financial priorities and commitments when making short-range financial plans.

The college generally focuses on year-to-year budgeting, in response to the fluctuating nature of funding from the state and the district. However, when long-term planning is necessary, the college follows a shared governance process that includes the Campus Budget Team, the three Planning and Budget teams and College Council (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>). For example, the two multi-year “spend down” plans for the campus carry-forward balance were approved through the shared governance process (III.D.11-1 CC Agenda 2.9.17: <http://link.deanza.edu/IIID11-1>; III.D.3-7 CC Minutes 10.8.15: <http://link.deanza.edu/IIID3-7>).

The five-year Educational Master Plan (EMP), is the primary guiding plan for the campus (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>). The five-year Facilities Master Plan and three-year Technology Plan are used to direct activities in the respective areas, guided by the priorities and strategies identified in the Educational Master Plan (I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>; I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>). In addition, the college works with the district to plan the development and maintenance of the various facilities and grounds areas on campus through bond, scheduled maintenance and campus funded projects. (III.D.6-2 Measure C: <http://link.deanza.edu/IIID6-2>; III.B.4-4 Campus Facilities Team: <http://link.deanza.edu/IIIB4-4>; III.D.11-2 Capital Project Fund: <http://link.deanza.edu/IIID11-2>).

At the district level, multiyear financial models are developed and updated regularly. These multiyear revenue and expense projections are used to anticipate future demands on the district budget, while assisting with long-term planning and ensuring fiscal stability for all district operations. All known and anticipated components such as potential new revenues, additional expense commitments and external risk factors are considered when developing the models. This process also includes consideration of the district Strategic Master Plan priorities, through consultation with the district Budget Advisory Committee (III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>). The multiyear budget

projection models are widely shared within the district through town hall meetings at both colleges and presentations to major constituency groups.

The board of trustees' Audit and Finance Committee, which includes additional members of the public, assists with financial oversight (III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>; III.D.11-3 Board Policy 6401: <http://link.deanza.edu/IIID11-3>)

The board recognizes the importance of fiscal stability in establishing and maintaining an adequate financial reserve. Pursuant to the state Education Code, the board has directed the district chancellor to establish a prudent budget reserve for emergencies. By board policy, the district's annual budget must earmark at least 5 percent of unrestricted general fund revenue for an undesignated reserve fund (III.D.11-4 Board Policy 3115: <http://link.deanza.edu/IIID11-4>).

In addition to that general fund reserve, the district maintains a separately identified reserve fund, known as the Stability Fund, to help offset fluctuations in funding caused external economic trends or other factors. The board of trustees determines the amount reserved in the Stability Fund each year, in consultation with the district chancellor and senior fiscal staff (III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>). During the annual budget development cycle, the fiscal staff provides the board with an external risk analysis to assist in this determination. In the past five years, the district has maintained the Stability Fund at levels providing an additional reserve of 5 to 10 percent (III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>). (III.D.11.Q1)

The district has plans for repayment of all long-term liabilities, including bonds and notes payable, compensated absences, claims payable and capital lease obligations with maturities greater than one year. All long-term obligations are reported in the district financial statements. The annual adopted budget addresses any long-term liabilities for which the district general fund services the debt. Examples include budgeted accounts to pay debt service on Certificates of Participation (COPs) and capital lease obligations. (III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>).

For employee health benefits, the district participates in the CalPERS health care plan. In 2012, the district formed a Joint Labor Management Benefits Committee (JLMBC) to agree on plan coverage for all employee groups through the CalPERS program. Plan rates are now assessed by CalPERS and are more stable and predictable than when the district was fully self-insured for health benefits. The district provides a defined contribution for each employee, which allows for predictable annual budgeting (III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>).

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the district financial statements. Sick leave is accumulated without limit for each employee based on negotiated contracts. Employees are not paid sick leave balances at termination of employment, so the value of accumulated sick leave is not recognized as a liability in the district's financial statements (III.D.5-1 Annual Financial Report 2016, page 26: <http://link.deanza.edu/IIID5-1>). (III.D.11.Q2)

The district has contracted an actuarial study of retiree health liabilities in compliance with Governmental Accounting Standards Board (GASB) Statements 43 and 45. The actuarial report is dated April 16, 2016 and is effective for fiscal years 2015-16 and 2016-17 (III.D.11-6 Actuarial Study: <http://link.deanza.edu/IIID11-6>; III.D.11-7 Audit Committee Agenda 5.26.16: <http://link.deanza.edu/IIID11-7>). (III.D.11.Q3)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. The level of financial resources provides an acceptable level of financial solvency and allows the campus to make long-range plans to ensure its financial stability. As shown by its prudent reserves and policies, the college places clear importance on planning and allocating resources to cover long-term liabilities and needs.

Evidence for Standard III.D.11

I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
III.D.11-1 CC Agenda 2.9.17: <http://link.deanza.edu/IIID11-1>
III.D.3-7 CC Minutes 10.8.15: <http://link.deanza.edu/IIID3-7>
I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
III.D.6-2 Measure C: <http://link.deanza.edu/IIID6-2>
III.B.4-4 Campus Facilities Team: <http://link.deanza.edu/IIIB4-4>
III.D.11-2 Capital Project Fund: <http://link.deanza.edu/IIID11-2>
III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>
III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>
III.D.11-3 Board Policy 6401: <http://link.deanza.edu/IIID11-3>
III.D.11-4 Board Policy 3115: <http://link.deanza.edu/IIID11-4>
III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>
III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>
III.D.5-1 Annual Financial Report 2016, page 26: <http://link.deanza.edu/IIID5-1>
III.D.11-6 Actuarial Study: <http://link.deanza.edu/IIID11-6>
III.D.11-7 Audit Committee Agenda 5.26.16: <http://link.deanza.edu/IIID11-7>

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

III.D.12.Q1 Is the institution fully funding its annual OPEB obligation (Annual required contribution [ARC])? At what level is the contribution being funded?

Description

The Foothill-De Anza Community College District allocates appropriate resources for payment of long-term liabilities, including its annual obligation for Other Post-Employment Benefits (OPEB).

The district recognizes expenditures for post-employment benefits on a pay-as-you-go basis to cover the cost of benefits for current retirees, with an additional amount to pre-fund the district's outstanding accrued liability for post-employment benefits.

The district has established an irrevocable OPEB trust, qualified under Governmental Accounting Standards Board (GASB) provisions, with the California Employers Retirement Benefit Trust to fund its outstanding accrued liability for post-employment benefits. The balance in the OPEB Trust was \$13,989,362 as of June 30, 2016. That reflects an annual \$1.5 million contribution, over the last three years, toward the district's funding plan (III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>).

The district calculates its annual OPEB cost on the basis of the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the requirements of OPEB guidance. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal costs each year and amortize any unfunded actuarial accrued liabilities over a period not to exceed 30 years (III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>). The percentage of annual OPEB cost contribution to the plan was 89 in both fiscal year 2013-14 and fiscal year 2014-15, and 116 in fiscal year 2015-16.

The district has contracted an actuarial study of retiree health liabilities in compliance with GASB Statements 43 and 45. The actuarial report is effective for fiscal years 2015-16 and 2016-17 (III.D.11-6 Actuarial Study: <http://link.deanza.edu/IIID11-6>; III.D.11-7 Audit Committee Agenda 5.26.16: <http://link.deanza.edu/IIID11-7>).

The current OPEB funding plan will be reviewed to consider new effects of GASB statements 74 and 75. Any potential proposed adjustments will be recommended to the board of trustees to ensure the district meets the long-term funding objectives. (III.D.12.Q1)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. Through the district, it has planned for and allocated adequate resources to cover its long-term obligations and liabilities, including OPEB.

Evidence for Standard III.D.12

III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>

III.D.11-6 Actuarial Study: <http://link.deanza.edu/IIID11-6>

III.D.11-7 Audit Committee Agenda 5.26.16: <http://link.deanza.edu/IIID11-7>

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

III.D.13.Q1 What is the level of locally incurred debt?

III.D.13.Q2 What percentage of the budget is used to repay this debt?

III.D.13.Q3 Does the locally incurred debt repayment schedule have an adverse impact on meeting all current fiscal obligations?

Description

The Foothill-De Anza Community College District allocates resources annually for repaying its locally incurred debt. Payments on certificates of participation are paid through the debt service fund. Payments on general obligation bonds are made by the bond interest and redemption fund.

As of June 30, 2016, the district had a balance of \$737,464,566 for total bonds and certificates of participation payable (III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>). (III.D.13.Q1)

The district used 1.01 percent of its general fund budget in fiscal year 2015-16 to repay this debt (III.D.1-1 Adopted Budget 2016-17, Fund 200: <http://link.deanza.edu/IIID1-1>). The district has budgeted 1 percent of its general fund budget to repay this debt in 2016-17 (III.D.1-1 Adopted Budget 2016-17, Fund 200: <http://link.deanza.edu/IIID1-1>). (III.D.13.Q2)

All obligations are budgeted by the district and reported in the notes to the financial statements. Long-term debt service is budgeted as a district priority. A debt-service summary is included in the district's annual budget (III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>). A detailed debt service schedule is included in the audited financial statements for 2015-16 in Note 8 – Long-Term Obligations (III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>).

The locally incurred debt repayment schedule does not have an adverse impact on meeting current fiscal obligations. In addition to district staff, the Audit and Finance Committee of the board of trustees reviews and monitors budget and financial reports, including those related to bonds, certificates of participation and other debt (III.D.11-3 Board Policy 6401: <http://link.deanza.edu/IIID11-3>). (III.D.13.Q3)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. The district annually assesses its long-term debt and monitors repayment obligations to ensure that resources for repayment are allocated and available.

Evidence for Standard III.D.13

III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>

III.D.1-1 Adopted Budget 2016-17, Fund 200: <http://link.deanza.edu/IIID1-1>

III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>

III.D.11-3 Board Policy 6401: <http://link.deanza.edu/IIID11-3>

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.14.Q1 Is there an annual assessment of debt repayment obligations, and are resources allocated in a manner that ensures stable finances?

Description

The Foothill-De Anza Community College District uses all financial resources, including debt instruments, with integrity. The district conducts an annual assessment of debt repayment obligations to ensure that resources are allocated in a stable manner.

As part of its annual budget report, the district reports on all debt activity by updating the records for Fund 200 (III.D.1-1 Adopted Budget 2016-17, page 73: <http://link.deanza.edu/IIID1-1>). The annual audit also examines long-term debt and tracks the debt issued and repayment obligations (III.D.5-1 Annual Financial Report 2016, page 40: <http://link.deanza.edu/IIID5-1>). Additionally, long-term debt is analyzed in the Annual Fiscal Self-Assessment report (III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>). (III.D.14.Q1)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. The district annually assesses its debt repayment obligations to ensure that it is effectively allocating its resources.

Evidence for Standard III.D.14

III.D.1-1 Adopted Budget 2016-17, page 73: <http://link.deanza.edu/IIID1-1>

III.D.5-1 Annual Financial Report 2016, page 40: <http://link.deanza.edu/IIID5-1>

III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

III.D.15.Q1 What is the default rate for the past three years?

III.D.15.Q2 Is the default rate within federal guidelines?

III.D.15.Q3 Does the institution have a plan to reduce the default rate if it exceeds federal guidelines

III.D.15.Q4 Are student loan default rates, revenues, and related matters monitored and assessed to ensure compliance with Federal Regulation?

Description

De Anza College monitors and manage student loan default rates and revenue streams to ensure compliance with federal requirements.

The campus default rate for the past three years is as follows:

	Cohort Year 2012-13	Cohort Year 2011-12	Cohort Year 2010-11
Student Loan Default Rate (FSLD) (3 year rate)	19.7%	18.3%	17.1%

Each federal cohort year (Oct. 1-Sept. 30) refers to the calendar year in which it ends (III.D.6-1 ACCJC Annual Fiscal Report: <http://link.deanza.edu/IIID6-1>; III.D.15-1 Cohort Default Rates, school code 004480: <http://link.deanza.edu/IIID15-1>). (III.D.15.Q1)

The default rate for the college is well within federal guidelines, which provide penalties when default rates are 30 percent or greater for three years, or above 40 percent in the most recent year. (III.D.15-2 Code of Federal Regulations: <http://link.deanza.edu/IIID15-2>). (III.D.15.Q2)

As a precautionary measure, the campus has voluntarily retained a private firm recommended by the California Community Colleges Chancellor's Office (CCCCO), Educational Credit Management Corporation (ECMC), to assist students who are at risk of becoming delinquent in their loan repayment. ECMC contacts borrowers at specific intervals during their repayment period to assist them in getting their payments on track. In addition to providing a service to help students with their debt management, this should help the college minimize its student loan default rate (III.D.15-1 Cohort Default Rates, school code 004480: <http://link.deanza.edu/IIID15-1>). (III.D.15.Q3).

The college monitors student loan default rates, revenue and related matters to ensure compliance with federal regulations. The Office of Financial Aid receives draft default rates and reports for review. A loan record detail report (LRDR) provides information on the loans used to calculate a school's draft or official cohort default rate. The LRDR lists a school's Federal Family Education Loan (FFEL) and Direct Loan activity, including the number of borrowers who entered repayment during a given fiscal year and the loan status of those

borrowers (III.D.15-2 Code of Federal Regulations: <http://link.deanza.edu/IIID15-2>). The college verifies the accuracy of the draft cohort default rate data before official cohort default rates are calculated and released. (III.D.15.Q4)

Evaluation

The college meets this standard, the Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Title IV Compliance. It regularly monitors and manages federal financial aid revenue and student loan default rates, to ensure compliance with federal requirements. Loan defaults are well within acceptable limits. In addition, the campus has taken the preventive step of contracting with an outside service to assist students with loan management.

Evidence for Standard III.D.15

III.D.6-1 ACCJC Annual Fiscal Report: <http://link.deanza.edu/IIID6-1>

III.D.15-1 Cohort Default Rates, school code 004480: <http://link.deanza.edu/IIID15-1>

III.D.15-2 Code of Federal Regulations: <http://link.deanza.edu/IIID15-2>

III.D.15-1 Cohort Default Rates, school code 004480: <http://link.deanza.edu/IIID15-1>

III.D.15-2 Code of Federal Regulations: <http://link.deanza.edu/IIID15-2>

Contractual Agreements

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

III.D.16.Q1 What contractual agreements exist, and are they consistent with institutional mission and goals?

III.D.16.Q2 Does the institution have appropriate control over these contracts? Can it change or terminate contracts that don't meet its required standards of quality?

III.D.16.Q3 Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning?

Description

De Anza College and the Foothill-De Anza Community College District have taken steps to ensure that contracts with outside entities are consistent with the mission, goals and policies of the college and district, with appropriate provisions to maintain integrity.

The district has developed standard agreements for purchasing supplies and contracting for services including construction, maintenance and repairs. These can be found on the district website (III.D.16-1 Purchasing Forms: <http://link.deanza.edu/IIID16-1>). The agreement and contractual standards are reinforced through the payment process and documented in the

district's Purchase and Payment Grid (III.D.16-2 Purchasing Procedures: <http://link.deanza.edu/IIID16-2>). (III.D.16.Q1)

These agreements are reviewed by district legal counsel and updated periodically to reflect changing state and federal laws. Most contracts include nondiscrimination and termination clauses. Each of the standard agreements and purchase orders have terms and conditions that include a termination clause for convenience or failure to meet requirements. The district's purchasing department works closely with the college to monitor contractor performance (III.D.16-3 Purchasing Department: <http://link.deanza.edu/IIID16-3>). (III.D.16.Q2)

The college adheres to a shared governance process that ensures funds are allocated in a manner that will achieve stated goals for student learning. All constituent members of the college community are represented on the three Planning and Budget teams, through representatives from their respective groups (I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>; I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>; I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>). The Campus Budget Team makes resource allocation recommendations to College Council, supports prudent budget management and identifies budget needs on campus. Its members also include representatives from each of the constituency groups on campus (III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>).

Through these processes, De Anza ensures that budgeting and governance are driven by the college mission and values, Institutional Core Competencies, strategic initiatives, program reviews, learning outcomes and key planning documents such as the Educational Master Plan (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>; I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>; I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>; I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>; III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>). (III.D.16.Q3)

Evaluation

The college meets this standard. De Anza and the district have taken steps to ensure that contractual agreements support the mission and goals of college, while providing appropriate controls to maintain integrity. The college takes care to ensure that the agreements it enters to protect the campus and provides the services and supplies necessary to maintain the quality of its instruction and services to students.

Evidence for Standard III.D.16

- III.D.16-1 Purchasing Forms: <http://link.deanza.edu/IIID16-1>
- III.D.16-2 Purchasing Procedures: <http://link.deanza.edu/IIID16-2>
- III.D.16-3 Purchasing Department: <http://link.deanza.edu/IIID16-3>
- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>
- I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>
- III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>



STANDARD IV

LEADERSHIP AND GOVERNANCE



Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

IV.A.1.Q1 What do the statements about institutional mission and goals reveal about the institution's commitment to student success and educational excellence?

IV.A.1.Q2 Are the institution's goals and values clearly articulated and understood by all? Can college staff list what those goals and values are?

IV.A.1.Q3 What information about institutional performance is available to staff and students? How is the information kept current? Is it easily accessed, is it understandable? Is it regularly used in institutional dialog and decision-making sessions?

IV.A.1.Q4 Do the institution's processes for institutional evaluation and review, and planning for improvements, provide venues where the evaluations of the institution's performance are made available to all staff?

IV.A.1.Q5 Do institutional planning efforts provide opportunity for appropriate staff participation?

IV.A.1.Q6 How do individuals bring forward ideas for institutional improvement?

Description

Institutional leaders create an environment for empowerment, student success, innovation and institutional excellence, as reflected in the first paragraph of De Anza's mission statement:

"De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world" (I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>).

This is amplified by the mission statement's identification of five Institutional Core Competencies (ICCs):

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking

In addition, De Anza's reaffirmed strategic initiatives – Outreach, Individualized Attention to Student Retention and Success, Equity, and Community and Civic Engagement – are outlined in the Educational Master Plan. Much innovative work has emanated from these initiatives, including the expansion of the Office of Equity, Social Justice, and Multicultural Education (I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>)

The college recognizes that its ability to fulfill its mission and goals, and to promote student success and educational excellence, rests largely on the collective efforts and contributions of classified professionals, faculty, administrators and students. The shared governance structure is designed to allow members of each constituent group to participate in the decision-making processes. (IV.A.1.Q1)

De Anza's mission is clearly articulated on the college website, throughout the classrooms and in many of the instructional and student services buildings. In the 2016 accreditation survey, 74 percent of respondents said they agree or strongly agree that the college mission statement is used to guide institutional planning and resource prioritization. The goals and values are available online for all members of the campus community to view. (IV.A.1.Q2)

Information about institutional performance is readily available to staff, students and the public. Quarterly and annual reports and updates are posted on the webpage of the Office of Institutional Research and Planning and other pages of the college website (II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>). These reports are presented in an informative, summarized and transparent manner. The same information is regularly a part of campus dialogue and decision-making, both in shared governance committees and in divisions and departments. Faculty and staff members share this information within their departments and divisions; in addition, the Institutional Research office makes frequent presentations on new data and reports. (IV.A.1.Q3)

De Anza's processes for institutional evaluation and review, and planning for improvements, provide venues in which evaluations of the institution's performance are available to all. The processes for evaluation – including discussion of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs) – are described on various webpages, posted in program reviews and shared during college Opening Day activities. In addition, evaluation and planning for improvement is shared and discussed in the Classified Senate, Academic Senate and other shared governance groups (III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>; III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>). Both senates have representatives on the College Planning Committee/Accreditation Committee. (IV.A1.Q4)

De Anza's planning efforts provide opportunity for appropriate faculty and staff participation through participatory governance groups (IV.A.1-1 Academic Senate Bylaws: <http://link.deanza.edu/IVA1-1>; IV.A.1-2 Classified Senate Elections: <http://link.deanza.edu/IVA1-2>). In addition, decision-making is conducted through shared governance groups, which are encouraged to engage in innovative approaches that strengthen the college and promote excellence. (IV.A.1.Q5)

These groups include:

- Academic Senate (III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>)
- Classified Senate (III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>)
- De Anza Associated Student Body (DASB) Senate (II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>)
- Campus Budget Team (III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>)
- Campus Facilities Team (III.B.4-4 Campus Facilities Team: <http://link.deanza.edu/IIIB4-4>)
- Equity Action Council (IV.A.1-3 Equity Action Council: <http://link.deanza.edu/IVA1-3>)
- Finance and College Operations Planning and Budget Team (I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>)
- Instructional Planning and Budget Team (I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>)
- Student Services Planning and Budget Team (I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>)
- College Council (III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>)

Each of the three planning and budget teams (PBTs) is co-chaired by the vice president of the relevant area and a faculty or classified professional. Recommendations from the PBTs are forwarded to College Council, which is co-chaired by the college and Academic Senate presidents. Other College Council members are representatives from all campus constituency groups.

Important work is also performed by advisory groups that draw membership from all major constituencies. These advisory groups include the Campus Center Advisory Board, College Environmental Advisory Group, Curriculum Committee, DARE Task Force, Governance Task Force and Technology Committee (IV.A.1-4 Campus Center Advisory Board: <http://link.deanza.edu/IVA1-4>; IV.A.1-5 College Environmental Advisory Group: <http://link.deanza.edu/IVA1-5>; I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>; IV.A.1-6 DARE Task Force: <http://link.deanza.edu/IVA1-6>; IV.A.1-7 Governance Task Force: <http://link.deanza.edu/IVA1-7>; III.C.1-12 Technology Committee Information: <http://link.deanza.edu/IIIC1-12>). When needed, additional committees or task force groups are created.

Committee members represent the view of their constituency group and in turn are charged with communicating back to their constituencies on a regular basis, with the purposes of sharing information and improving practices, services and programs. The shared governance communication pathways allow for recommendations from all stakeholders. The program

review process provides an interrelated opportunity for faculty, classified professionals, administrators and students to have a voice and offer strategies for improvements (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>).

Individuals bring forward ideas for institutional improvement through Academic and Classified Senates and DASB, planning and budget teams, faculty and staff unions, and special campus meetings and retreats. The presidents of both the Academic and Classified senates serve on College Council, and both senates have executive members serving as representatives on the College Planning Committee. (IV.A1.Q6)

In addition, assessment of Student Learning Outcomes is an integral part of the mission of the college to move toward greater student success and innovation. Faculty, staff, administrators and students are all key players in these assessments. The SLO core team, in collaboration with the Academic Senate, annually holds an SLO/PLO convocation organized to assess institutional outcomes and create an environment for open dialogue and learning (I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>).

Evaluation

The college meets the standard. College leaders foster institutional excellence and are committed to promoting effective governance and collaborative decision-making to improve practices, programs and services. Prominent statements about De Anza's mission and values, along with the Educational Master Plan, provide a strong foundation for these processes. De Anza's mission and values are clearly articulated throughout the campus and online. The Office of Institutional Research and Planning makes institutional performance data available to staff and students. The shared governance process enables institutional planning and review. The program review and SLO processes allow for constant institutional review and improvement. Participatory pathways for making decisions allow input from individuals across the range of campus constituencies.

Evidence for Standard IV.A.1

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>
- III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>
- III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>
- IV.A.1-1 Academic Senate Bylaws: <http://link.deanza.edu/IVA1-1>
- IV.A.1-2 Classified Senate Elections: <http://link.deanza.edu/IVA1-2>
- III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>
- II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>
- III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
- III.B.4-4 Campus Facilities Team: <http://link.deanza.edu/IIIB4-4>
- IV.A.1-3 Equity Action Council: <http://link.deanza.edu/IVA1-3>
- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>

- I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>
- I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>
- III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>
- IV.A.1-4 Campus Center Advisory Board: <http://link.deanza.edu/IVA1-4>
- IV.A.1-5 College Environmental Advisory Group: <http://link.deanza.edu/IVA1-5>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- IV.A.1-6 DARE Task Force: <http://link.deanza.edu/IVA1-6>
- IV.A.1-7 Governance Task Force: <http://link.deanza.edu/IVA1-7>
- III.C.1-12 Technology Committee Information: <http://link.deanza.edu/IIIC1-12>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

- IV.A.2.Q1 What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?
- IV.A.2.Q2 What evidence demonstrates that these policies and procedures are functioning effectively?
- IV.A.2.Q3 What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?
- IV.A.2.Q4 What provisions are made for student involvement in the decision-making processes?

Description

De Anza College has a well-developed shared governance system, with institutional policies and procedures that clearly describe roles for faculty, staff, administrators and students within the planning and decision-making process (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>).

The shared governance system is based on policies adopted by the Foothill-De Anza Community College District board of trustees (I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>; I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>; I.B.1-3 Board Policy 2224: <http://link.deanza.edu/IB1-3>).

In addition, the college governance policies and procedures are outlined in the Governance Handbook (IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>). Each governance group provides updates for the handbook annually, to include the group's current responsibilities and accomplishments.

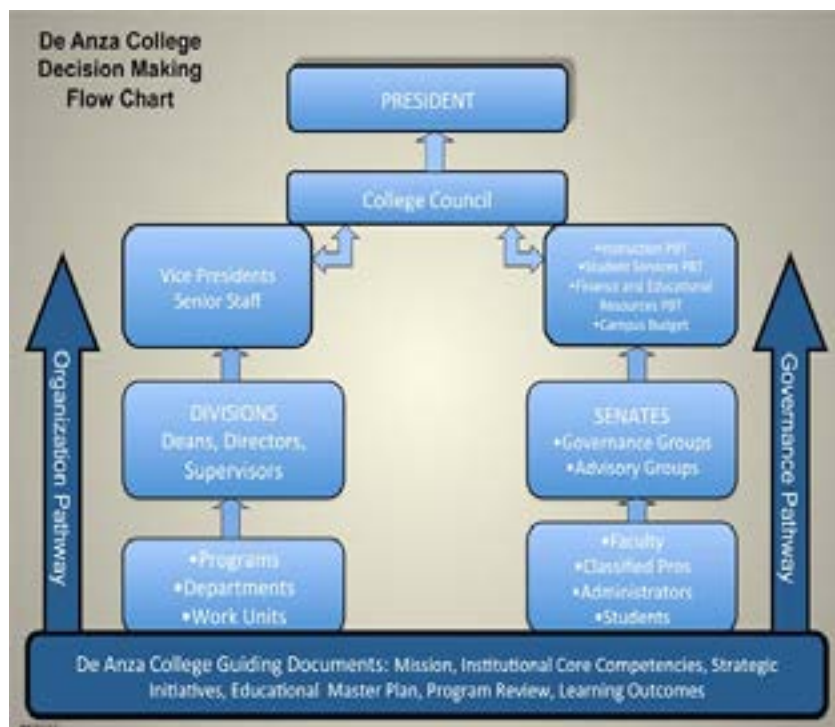
Within the shared governance system, students, administrators, classified professionals and faculty members are represented on a variety of campus groups, including the planning and budget teams and other groups that provide information and recommendations to College Council and ultimately the college president. After receiving recommendations through the governance pathway, the president makes final decisions (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>).

Major constituencies – students, faculty, classified professionals and administrators – are represented by organizations including the De Anza Associated Student Body (DASB), Academic Senate and Classified Senate (II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>; III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>; III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>), as well as labor and meet-and-confer groups.

Those constituencies and their organizations provide input and, in many cases, representatives to the Instructional Planning and Budget Team (IPBT), Student Services Planning and Budget Team (SSPBT), Finance and College Operations Planning and Budget Team (FCOPBT) and Campus Budget Team (IV.A.2-2 IPBT Membership: <http://link.deanza.edu/IVA2-2>; IV.A.2-3 SSPBT Membership: <http://link.deanza.edu/IVA2-3>; IV.A.2-4 FCOPBT Membership: <http://link.deanza.edu/IVA2-4>; IV.A.2-5 Campus Budget Team Membership: <http://link.deanza.edu/IVA2-5>).

The following chart illustrates the governance processes on campus:

Evidence that the shared governance process is effective can be seen in the results of



(IV.A.2.Q1)

De Anza's planning and resource allocation cycle, which includes the annual program review and outcomes assessment efforts, and the Educational Master Plan (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>; I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>).

In addition, each shared governance group produces an annual report that summarizes its responsibilities and the work completed during that academic year to meet these responsibilities. Although it is sometimes challenging to recruit classified professionals to serve on all the campus committees, the Classified Senate has maintained its presence in governance. (IV.A.2.Q2)

The responsibilities and authority of the faculty and academic administrators are described in district policy and on the De Anza College website (I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>; I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>).

The Academic Senate is the primary body for faculty participation in the formation of policies on academic and professional matters, including:

- Curriculum, degree and certificate requirements
- Grading policies
- Educational program development
- Standards regarding student participation and success
- Governance structures of the college
- Accreditation
- Faculty professional development activities
- Policies for program review
- Processes for institutional planning and budget development

Additional information can be found on the Academic Senate section of the college website (III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>).

In addition, faculty members serve on the Curriculum Committee, which works to ensure that De Anza's curriculum is academically sound, comprehensive, and responsive to the evolving needs and multiple perspectives of the community (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>).

Faculty members also play a vital role in the program review process, through the review and revision of Student Learning Outcomes, which helps drive the broader evaluation and planning efforts of the campus (I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>; I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>). (II.A.2.Q3)

De Anza encourages student involvement along with the participation of employees in campus decision-making, as provided in board policy (I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>).

Students elect members of the De Anza Associated Student Body (DASB) Senate, which in turn provides representatives to serve on other campus shared governance teams and committees. Students also elect a student trustee to serve in an advisory capacity on the

district governing board (IV.A.2-6 Board Policy 2015: <http://link.deanza.edu/IVA2-6>). (IV.A.2.Q4)

Evaluation

De Anza meets this standard. The college has clear policies and procedures that provide for participation of faculty members, classified professionals, administrators and students in a shared governance process that includes campus planning, program evaluation and budgetary decisions. Each of the major constituencies on campus are represented on a host of advisory committees as well as the planning and budget teams and other shared governance groups on campus.

Evidence for Standard IV.A.2

- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>
- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- I.B.1-3 Board Policy 2224: <http://link.deanza.edu/IB1-3>
- IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>
- III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>
- III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>
- IV.A.2-2 IPBT Membership: <http://link.deanza.edu/IVA2-2>
- IV.A.2-3 SSPBT Membership: <http://link.deanza.edu/IVA2-3>
- IV.A.2-4 FCOPBT Membership: <http://link.deanza.edu/IVA2-4>
- IV.A.2-5 Campus Budget Team Membership: <http://link.deanza.edu/IVA2-5>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
- IV.A.2-6 Board Policy 2015: <http://link.deanza.edu/IVA2-6>

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

IV.A.3.Q1 What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?

Description

De Anza has policies and procedures that provide substantive and clearly defined roles for faculty members and administrators in planning, budgeting and governance. These roles are outlined in policies adopted by the Foothill-De Anza Community College District board of trustees, as well as the governance handbook for the college and the governance section of the college website (I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>; IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>; I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>).

While the board of trustees has ultimate responsibility for district policies, it willingly consults collegially with the Academic Senate on academic and professional matters. Board Policy 2223 identifies areas in which the district places primary reliance on faculty consultation and additional areas designated for joint development. Areas of primary reliance include curriculum, general education and program-specific degree and certificate requirements, grading policies, standards regarding student participation and success, and policies for faculty professional development. Areas for joint development include degree and certificate units, educational program development, governance structures related to faculty roles, faculty involvement in accreditation, policies for program review, and processes for institutional planning and budget development (I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>). (IV.A.3.Q1)

Faculty and administrators, with classified professionals and students, play an important role in the district's shared governance system for planning and resource allocation. Faculty members serve with administrators on the campus planning and budget teams (IV.A.2-2 IPBT Membership: <http://link.deanza.edu/IVA2-2>; IV.A.2-3 SSPBT Membership: <http://link.deanza.edu/IVA2-3>; IV.A.2-4 FCOPBT Membership: <http://link.deanza.edu/IVA2-4>; CIV.A.2-5 Campus Budget Team Membership: <http://link.deanza.edu/IVA2-5>). College Council is co-chaired by the president of the Academic Senate (IV.A.3-1 College Council Membership: <http://link.deanza.edu/IVA3-1>).

In addition, faculty members and relevant administrators serve, together with classified professionals, on the Curriculum Committee, which works to ensure that De Anza's curriculum is academically sound, comprehensive, and responsive to the evolving needs and multiple perspectives of the community (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>).

Faculty members and administrators also play a vital role in the program review process, through the review and revision of Student Learning Outcomes, which helps drive the broader evaluation and planning efforts of the campus (I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>; I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>).

Evaluation

The college meets this standard. Institutional policies and procedures describe the roles for faculty and administrators in shared governance, including an extensive process for planning and budget development. District policy defines the areas in which the district places primary reliance on faculty consultation and additional areas designated for joint development.

Evidence for Standard IV.A.3

- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- IV.A.2-2 IPBT Membership: <http://link.deanza.edu/IVA2-2>
- IV.A.2-3 SSPBT Membership: <http://link.deanza.edu/IVA2-3>
- IV.A.2-4 FCOPBT Membership: <http://link.deanza.edu/IVA2-4>
- IV.A.2-5 Campus Budget Team Membership: <http://link.deanza.edu/IVA2-5>
- IV.A.3-1 College Council Membership: <http://link.deanza.edu/IVA3-1>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

- IV.A.4.Q1 What institutional policies and procedures describe as the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?
- IV.A.4.Q2 What evidence demonstrates that these policies and procedures are functioning effectively?
- IV.A.4.Q3 Have programs, degrees, and certificates available 50% or more via DE/CE been reviewed through the ACCJC Substantive Change process?

Description

The faculty at De Anza College has a lead role in developing and revising curriculum. The faculty also has an important role in the shared governance process for campus planning and budget decisions, which may involve student learning programs and services. These roles are well defined in college policies and established processes for campus governance.

By policy of the Foothill-De Anza Community College District board of trustees, the district places primary reliance on faculty consultation for curriculum matters (I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>).

At De Anza, the Curriculum Committee has primary responsibility for reviewing curriculum to ensure that it is “academically sound, comprehensive (and) responsive to the evolving needs and multiple perspectives of the community,” and that it complies with the state Education Code (IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>).

Members of the Curriculum Committee include representatives from faculty in each division, the Faculty Association (FA), a division dean (academic administrator), and a faculty co-chair, with the vice president of Instruction or an appointed administrator, currently the associate vice president of instruction, also serving as co-chair (IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>). Committee policies are posted on its website (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>). The committee functions as a subcommittee of the Academic Senate (IV.A.1-1 Academic Senate Bylaws: <http://link.deanza.edu/IVA1-1>).

Each course curriculum is developed and revised through a shared, multi-step process involving faculty members in the relevant discipline, other division and college faculty members, curriculum specialists and deans (IV.A.4-1 Course Materials Statement: <http://link.deanza.edu/IVA4-1>). Faculty members play a central role in establishing the content of each course, with input from an assortment of advisory bodies, while the Curriculum Committee has final approval. Faculty members who generate a course outline remain primarily responsible for the content of the course. Members of the Curriculum Committee review courses and evaluate the course outlines for quality and compliance with Education Code regulations in such aspects as credits and hours, transferability, general education requirements, objectives, methods of instruction, course assignments, methods of evaluations and textbooks (I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>).

The faculty also has input into student learning programs and other services through the shared governance process, in which all campus constituencies provide input and representatives to the planning and budget teams and then to College Council (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>). (IV.A.4.Q1)

These policies and procedures are functioning effectively, as evidenced by the fact that 2,328 students earned degrees or certificates at De Anza in the 2015-16 academic year (IV.A.4-2 Awards by Degree Type: <http://link.deanza.edu/IVA4-2>). In the same year, 1,024 students from De Anza were admitted for transfer by University of California campuses, and 1,305 were admitted to California State University campuses (IV.A.4-3 UC and CSU Transfers: <http://link.deanza.edu/IVA4-3>).

In addition, the Curriculum Committee conducts an annual assessment of the curriculum process and also presents a year-end progress report to the Academic Senate. The most recent assessment found the process was working effectively. The most recent presentation to the Academic Senate focused on changes in curriculum submission deadlines, which are being implemented in the 2016-17 academic year (IV.A.4-4 Academic Senate Minutes 6.3.16: <http://link.deanza.edu/IVA4-4>). (IV.A.4.Q2)

The college completed a review of programs in which at least half the required courses are available online, which led to a formal Substantive Change Proposal in 2016 (I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>). The proposal was reviewed by the Curriculum Committee and College Council, and was submitted in a timely manner to the Accrediting Commission for Community and Junior Colleges, which approved the substantive change report. (IV.A.4.Q3)

Evaluation

De Anza College meets this standard. The college has policies and procedures that provide a major role for faculty in recommending, developing, evaluating and approving curriculum, as well as appropriate roles for academic administrators. The Curriculum Committee conducts an annual evaluation of the curriculum process and also presents an annual report to the Academic Senate. The certificates and degrees awarded by the college also undergo periodic reviews and the most updated information is published in the college catalog.

Evidence for Standard IV.A.4

- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- IV.A.1-1 Academic Senate Bylaws: <http://link.deanza.edu/IVA1-1>
- IV.A.4-1 Course Materials Statement: <http://link.deanza.edu/IVA4-1>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- IV.A.4-2 Awards by Degree Type: <http://link.deanza.edu/IVA4-2>
- IV.A.4-3 UC and CSU Transfers: <http://link.deanza.edu/IVA4-3>
- IV.A.4-4 Academic Senate Minutes 6.3.16: <http://link.deanza.edu/IVA4-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

- IV.A.5.Q1 Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of faculty in areas of student educational programs and services planning?
- IV.A.5.Q2 Are staff and students well informed of their respective roles? Do staff participate as encouraged by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements? Is the result of this effort actual institutional improvements?
- IV.A.5.Q3 Is there effective communication at the college – clear, understood, widely available, current?
- IV.A.5.Q4 Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?

Description

De Anza has appropriate processes and channels of communication to ensure that all major constituencies on campus are able to participate and share their perspectives on matters of shared governance.

These roles are based on written policies of the Foothill-De Anza Community College District, adopted by the district board of trustees, which provide for participation by faculty members, classified staff and students in shared governance groups and the campus planning and budget process (I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>; I.B.1-3 Board Policy 2224: <http://link.deanza.edu/IB1-3>; I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>).

These roles are further described in the governance handbook for the college, which outlines the roles of constituency organizations like the Academic, Classified and De Anza Associated Student Body (DASB) senates, as well as other campus committees and advisory groups (IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>).

In particular, Board Policy 2223 spells out the areas, such as curriculum, in which the district and the college rely on consultations with the Academic Senate (I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>; III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>). Board Policy 4190 further provides that “faculty members have the principal right and responsibility to determine the content, pedagogy, methods of instruction, the selection, planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the district, and in accordance with state laws and regulations” (I.C.7-1 Board Policy 4190: <http://link.deanza.edu/IC7-1>). (IV.A.5.Q1)

Staff and students are also well informed about their respective roles, through information posted on the college website and disseminated by their representative groups (III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>; II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>). The college encourages staff participation by promoting these policies, as well as by offering financial incentives through Professional Growth Awards.

As a result, the major constituencies are able to work in collaboration to continuously improve the college, through their representatives on a variety of governance groups and advisory committees (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>). This collaborative work contributes to the development of major campus planning documents and budgets. (IV.A.5.Q2)

Communication at the college is clear and effective. Campus goals and priorities are communicated through the college website, collegewide emails, various newsletters, occasional Town Hall meetings, the annual campus Opening Day event and the SLO Convocation (I.C.12-1 De Anza Home Page: <http://link.deanza.edu/IC12-1>; I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>; IV.A.5-1 Messages from President: <http://link.deanza.edu/IVA5-1>; IV.A.5-2 Campus Memo: <http://link.deanza.edu/IVA5-2>; IV.A.5-3 Academic Senate Newsletter: <http://link.deanza.edu/IVA5-3>; IV.A.5-4 2017 Convocation: <http://link.deanza.edu/IVA5-4>). (IV.A.5.Q3)

Through these channels and others, staff members at the college are kept informed about institutional efforts to achieve goals and improve learning. Data and other results from the program review process, campus surveys and learning outcomes assessments are shared widely by the Office of Institutional Research and Planning and other offices on campus (I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>; II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>; IV.A.5-5 Outcomes Assessment: <http://link.deanza.edu/IVA5-5>). (IV.A.5.Q4)

While communication can be a challenge in any large institution, the imminent website redesign will make information, including shared governance information, easier to find (I.C.1-2 Website Redesign: <http://link.deanza.edu/IC1-2>). In addition, the expected feedback loop between constituency group members and representative and shared governance groups is not always seamless. The dissemination of information by planning and budget teams can be examined for further improvement.

Evaluation

The college meets this standard. Through its system of shared governance, De Anza has policies and procedures that enable participation, dissemination of information and the consideration of relevant perspectives from all major campus constituencies. This is the basis for collaborative work and timely action on curriculum, planning, budget matters and other policy issues.

Action Plan

1. Improve the dissemination of information from the planning and budget teams (PBTs) to the campus community.
 - Under the direction of College Council, the College Planning Committee will lead an assessment of how information is currently being disseminated and accessed by various groups.
 - Identify ways to improve communication before and after proposed changes take place, as well as communication about how changes will impact other areas.

Evidence for Standard IV.A.5

- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- I.B.1-3 Board Policy 2224: <http://link.deanza.edu/IB1-3>
- I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>
- IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>
- III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>
- I.C.7-1 Board Policy 4190: <http://link.deanza.edu/IC7-1>
- III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>
- II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.C.12-1 De Anza Home Page: <http://link.deanza.edu/IC12-1>
- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- IV.A.5-1 Messages from President: <http://link.deanza.edu/IVA5-1>
- IV.A.5-2 Campus Memo: <http://link.deanza.edu/IVA5-2>
- IV.A.5-3 Academic Senate Newsletter: <http://link.deanza.edu/IVA5-3>
- IV.A.5-4 2017 Convocation: <http://link.deanza.edu/IVA5-4>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>

II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>

IV.A.5-5 Outcomes Assessment: <http://link.deanza.edu/IVA5-5>

I.C.1-2 Website Redesign: <http://link.deanza.edu/IC1-2>

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

IV.A.6.Q1 What process does the institution use to document and communicate these decisions?

Description

The college follows processes for documenting and communicating decisions made through the shared governance process. Agendas are routinely posted on the relevant governance group webpage. Meetings of all governance groups are routinely and consistently recorded through the taking of minutes, reviewed and approved by the governance group, and posted and archived on the relevant committee page on the governance group website (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>).

The governance section of the website includes links to pages maintained by the Academic, Classified and student senates; governance groups including College Council and the planning and budget teams; and campus advisory groups (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>). (IV.A.6.Q1)

In addition, some committees in the governance process, such as the Classified Senate constituency group and the Technology Committee advisory group, routinely agendaize reports from other committees and entities in order to improve communication and information sharing (IV.A.6-1 Classified Senate Agendas: <http://link.deanza.edu/IVA6-1>; IV.A.6-2 Technology Committee Agendas: <http://link.deanza.edu/IVA6-2>).

Planning and budget team (PBT) actions, such as faculty rankings from the Instructional Planning and Budget Team, are often discussed in College Council, and always before that body votes on PBT recommendations.

Planning and budget team (PBT) actions, such as faculty rankings from the Instructional Planning and Budget Team, are sent to College Council for final approval (III.A.1-4 IPBT Faculty Hiring: <http://link.deanza.edu/IIIA1-4>; III.A.1-5 CC Minutes 12.8.16: <http://link.deanza.edu/IIIA1-5>).

Evaluation

The college meets this standard. Documentation and communication of decisions made by governing groups is a standard part of each group's process. Regularly updated, clearly designated websites inform interested parties across the institution and archive the communications from each of the governance groups; in addition, some committees routinely agendaize reporting out from other collegewide committees and entities for communication and information-sharing purposes. Regularly agendaizing reporting out from the PBTs to College Council could further increase collegewide knowledge of governance actions and

help to reiterate information about PBT actions through College Council meeting minutes, which could serve as a more centralized, acknowledged resource for governance group information.

Evidence for Standard IV.A.6

I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>

IV.A.6-1 Classified Senate Agendas: <http://link.deanza.edu/IVA6-1>

IV.A.6-2 Technology Committee Agendas: <http://link.deanza.edu/IVA6-2>

III.A.1-4 IPBT Faculty Hiring: <http://link.deanza.edu/IIIA1-4>

III.A.1-5 CC Minutes 12.8.16: <http://link.deanza.edu/IIIA1-5>

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

IV.A.7.1.Q1 What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community?

IV.A.7.1.Q2 How does the institution use identified weaknesses to make needed improvements?

Description

The college regularly evaluates its governance and decision-making policies and procedures, while sharing those results and using them as the basis for improvement.

De Anza has evaluated its governance processes in part through a survey administered in 2012, 2013 and 2014. These results were shared with governance groups and posted on the Office of Institutional Research and Planning section of the college website (IV.A.7-1 CPC Membership: <http://link.deanza.edu/IVA7-1>).

In fall 2015, the College Planning Committee (CPC) assessed the process for evaluating the shared governance committees, as well as the overall planning process, and determined that the survey was not producing a holistic assessment that was clearly aligned with De Anza's mission and goals. As a result, beginning in spring 2016, each shared governance group has been asked to reflect on its work by responding to a pair of targeted questions. The results of the reflections are included in the annual Educational Master Plan Update (I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>). Those results are used to inform De Anza's planning processes. (IV.A.7.Q1)

Further evaluation of college programs and services is conducted through the program review process, learning outcomes assessments and institutional effectiveness reports. All of these evaluations are used to identify areas where improvement is needed and to develop remedies to strengthen those areas. (IV.A.7.Q2)

Evaluation

The college meets this standard. De Anza regularly evaluates its governance and planning processes and uses those evaluations to make needed improvements.

Evidence for Standard IV.A.7

IV.A.7-1 CPC Membership: <http://link.deanza.edu/IVA7-1>

I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>

Standard IV: Leadership and Governance

IV.B Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.1.Q1 What does the CEO do to communicate institutional values, goals (institution-set standards) and direction?

IV.B.1.Q2 How familiar is the CEO with data and analyses of institutional performance?

IV.B.1.Q3 How does the CEO communicate the importance of a culture of evidence and a focus on student learning?

IV.B.1.Q4 Where does the research office report in the institution; does it have easy access to the CEO's office?

IV.B.1.Q5 What mechanisms has the CEO put in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes?

IV.B.1.Q6 How does the district chief executive officer follow the component parts of this Standard in the role of providing effective district leadership?

Description

The president of De Anza College has the primary responsibility for the quality of the institution. The board of trustees of the Foothill-De Anza Community College District directs the district chancellor to establish organizational charts that delineate the lines of responsibility to the president of each college in the district (IV.B.1-1 Board Policy 3100: <http://link.deanza.edu/IVB1-1>). The presidents and vice chancellors are directed to establish organizational charts that delineate the lines of responsibility within their organizational units (IV.B.1-2 Administrative Procedure 3100: <http://link.deanza.edu/IVB1-2>).

At De Anza, the president provides leadership in planning, organizing, budgeting, developing personnel and assessing institutional effectiveness, while communicating the values and goals of the college.

As an example, the president is a permanent member of the College Planning Committee (CPC), which is responsible for reviewing and revising the college mission and values statements and for developing other key planning documents (IV.A.7-1 CPC Membership: <http://link.deanza.edu/IVA7-1>; I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>). This work includes reviewing and revising the Educational Master Plan and Institutional Metrics every five years, and producing annual updates to the Educational Master Plan and Institutional Metrics, which assess De Anza's performance against measurable goals for student learning.

The president also provides leadership in selecting and developing personnel, as evidenced by his participation in virtually all final hiring interviews for full-time faculty positions and all administrative positions. The president was recently involved in the hiring process for the associate vice president of Instruction and the associate vice president of College Operations.

In addition, the president is strongly committed to organizing the college around a shared governance model and encouraging both employees and students to participate. In a campus survey last year, 73 percent of students said they agree or strongly agree that the college communicates that students are welcome to participate in decision-making processes, and that students' views are considered in matters where students have a direct and reasonable interest (I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>).

The college president encouraged the founding in 2006 of the college's Institute for Community and Civic Engagement (ICCE), renamed in 2015 the Vasconcellos Institute for Democracy in Action (VIDA). The institute empowers students and employees to be engaged on campus and in their communities (I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>). The president is also co-founder of The Democracy Commitment, a national organization committed to developing community college programs and curricula that engage students in civic learning and democratic engagement (IV.B.1-3 The Democracy Commitment: <http://link.deanza.edu/IVB1-3>). (IV.B.1.Q1).

The president engages in thorough review and analysis of data on institutional performance through the annual review of Institutional Metrics, which includes examination of data from the previous five years (I.B.6-1 Institutional Metrics 2016: <http://link.deanza.edu/IB6-1>). (IV.B.1.Q2)

If the college is found to be falling behind on meeting its 2020 goal for any Institutional Metric, the CPC is responsible for making recommendations to College Council, which then determines how resources can be allocated to improve performance on that metric (III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>). As co-chair of College Council, the president guides these conversations around the importance of evidence and a focus on student learning. (IV.B.1.Q3)

The president also provides leadership in assessing institutional effectiveness through his relationship with the planning and budget teams and the Office of Institutional Research and Planning. The director of research and planning has direct contact with the president through his open-door policy, attends senior staff meetings as needed, and reaches out to him individually as necessary. (IV.B.1.Q4).

Under the president's leadership, De Anza has implemented mechanisms that closely link Student Learning Outcomes (SLO) data with the planning and budgeting process. The program review process is based on the assessment of SLOs and identifying gaps in the performance of targeted and nontargeted groups. Under this process, all resource requests must be linked to student learning and equity. The president is a key player in these discussions, as co-chair of College Council, which approves faculty hiring as recommended by the Institutional Planning and Budget Team and votes on resource allocations. (IV.B.1.Q5)

At the district level, the chancellor plays a similar role in communicating the district's values, which include an emphasis on student learning and measurable evidence of performance. Under the chancellor's administration, the district's Office of Institutional Research and Planning collects and analyzes data that is used for district planning and budgeting. (IV.B.1.Q6)

Evaluation

De Anza College meets this standard. The president has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. He demonstrably fosters a culture of evidence and a focus on student learning campuswide.

Evidence for Standard IV.B.1

IV.B.1-1 Board Policy 3100: <http://link.deanza.edu/IVB1-1>

IV.B.1-2 Administrative Procedure 3100: <http://link.deanza.edu/IVB1-2>

IV.A.7-1 CPC Membership: <http://link.deanza.edu/IVA7-1>

I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>

I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>

I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>

IV.B.1-3 The Democracy Commitment: <http://link.deanza.edu/IVB1-3>

I.B.6-1 Institutional Metrics 2016: <http://link.deanza.edu/IB6-1>

III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The president works with his senior staff, which includes three vice presidents who oversee Instruction, Student Services and Finance and College Operations, as well as four associate vice presidents in the areas of Instruction, Student Services, College Operations, and Communications and External Relations (IV.B.2-1 Organizational Chart: <http://link.deanza.edu/IVB2-1>).

The vice president of Instruction is responsible for all instructional programs and curriculum. The associate vice president of Instruction oversees the Library, Student Success Center, Online Education, Office of Professional Development, Learning Communities and the Office of Equity, Social Justice and Multicultural Education.

The vice president of Student Services oversees Financial Aid, Counseling, Disability Support Programs and Services (DSPS) and Student Development and Extended Opportunities Programs and Services (EOPS). The associate vice president for Student Services is responsible for Admissions and Records, International Student Programs, Middle College, the Occupational Training Institute and the Office of Outreach and Relations with Schools.

The vice president of Finance and College Operations is the chief financial officer, responsible for budget and personnel, bond measure funding and the Child Development Center. The associate vice president of College Operations oversees the Campus Center, the Bookstore, Custodial Operations, Grounds Operations, Facilities, bond measure construction and emergency preparedness.

The associate vice president of Communications and External Relations is responsible for internal and external communications, public information and media relations, the college website, publications, advertising, social media, major event planning and Community Education.

The president delegates responsibility to the vice presidents and associate vice presidents. He assures accountability to both the college and its mission through regular meetings with the senior staff. This administrative structure is organized to uphold the mission of the college. In a survey last year, 77 percent of employees said they agree or strongly agree that the college employs individuals who are qualified for their position, with appropriate education, training, and experience (I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>).

Evaluation

The college meets this standard. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity and delegates authority to administrators and others, consistent with their areas of responsibility. The president has the authority to oversee the administration to ensure the college upholds its mission and values. Changes in administrative roles are shared with the campus community through the appropriate process.

Evidence for Standard IV.B.2

IV.B.2-1 Organizational Chart: <http://link.deanza.edu/IVB2-1>

I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

IV.B.3.Q1 What does the CEO do to communicate institutional values, goals (institution-set standards) and direction?

IV.B.3.Q2 How familiar is the CEO with data and analyses of institutional performance?

IV.B.3.Q3 How does the CEO communicate the importance of a culture of evidence and a focus on student learning?

IV.B.3.Q4 What mechanisms has the CEO put in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes?

IV.B.3.Q5 How does the district chief executive officer follow the component parts of this Standard in the role of providing effective district leadership?

Description

The president guides improvement of De Anza's teaching and learning environment through active leadership and engagement in college governance.

He maintains collegial processes for establishing values, goals and priorities through co-chairing, with the president of the Academic Senate, the ultimate body of shared governance at De Anza: College Council, which includes membership from the planning and budget teams, the Academic, Classified and DASB senates; faculty and staff unions and other representatives (III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>). (IV.B.3.Q1)

The president also serves as a permanent member of the College Planning Committee (CPC), providing guidance and support to major planning initiatives (IV.A.7-1 CPC Membership: <http://link.deanza.edu/IVA7-1>). Each year, the CPC reviews the college's goals and priorities, assesses performance in achieving Institutional Metrics and makes appropriate recommendations to College Council. In the course of the Six-Year Integrated Planning and Resource Allocation Model, the CPC also reviews the mission and values statements.

Through these bodies and the related shared governance process, the president is deeply involved in De Anza's work to establish institutional performance standards for student

learning. As part of the planning process, the CPC updated the Institutional Metrics for the Educational Master Plan (EMP) in 2015, and set three levels of performance standards for student and institutional achievement based on five-year averages (I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>). An equity framework – strongly supported by the president – was used throughout the EMP, resulting in the identification of nine themes that will guide future instructional and institutional planning efforts. (IV.B.3.Q2)

The president has communicated the importance of a culture of evidence and a focus on student learning by promoting from the outset development of the Student Learning Outcomes (SLO) process and supporting the annual SLO Convocation (I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>). In addition, the president plays a key role in the planning and budget process, which is based on program review and the assessment of learning outcomes. As the president is co-chair of College Council, which must vote on all resource requests, he is deeply involved in those discussions and decisions.

As an example of his focus on student learning, the president has strongly encouraged development of Learning Communities that provide specific student populations with a network of support and reinforcement as they pursue their studies (I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>).

In promoting a culture of evidence, the president works closely with the Office of Institutional Research and Planning. He has requested that the research office conduct surveys and other research aimed at better understanding the learning needs of De Anza's student population (I.C.1-3 Institutional Research: <http://link.deanza.edu/IC1-3>). (IV.B.3.Q3)

With the president's leadership, De Anza has developed extensive mechanisms to closely link institutional research with planning and resource allocation, through requiring program review and guiding the work of the CPC. The CPC also worked closely with the Office of Institutional Research and Planning to ensure that high quality research and analysis of external and internal conditions were reflected in the EMP. The district in 2014 also engaged an external research agency to conduct an environmental scan of economic, educational and demographic trends at the local, state and national level. This provided additional data to inform the planning process (I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>). The EMP and metrics were shared through the governance process and approved by College Council. A review of Institutional Metrics is shared with College Council on an annual basis.

Through the CPC and College Council, the president is actively involved in both long- and short-term planning and resource allocation. The program review process, which is linked to student success, equity and closing the achievement gap, directly informs the planning and budget process. Instructional departments must determine if their success rates are in line with college standards for course completion. If a department's rates are below the goal, the department must develop a plan for improvement. This can include resource requests that are submitted through the planning and budget teams and approved by College Council. (IV.B.3.Q4)

At the district level, the chancellor is highly visible and engages with students, faculty, staff and administrators at both De Anza and Foothill. The chancellor has emphasized

the importance of closing the achievement gap since her first opening day speech in 2015 (IV.B.3-1 Opening Day Notes: <http://link.deanza.edu/IVB3-1>).

The chancellor communicates institutional values at such events, as well as at regular meetings with senior administrators from both colleges and the district offices. The chancellor engages administrators in half-day meetings where discussion often includes a review of institutional research findings and analysis of student trends (IV.B.3-2 Administrators' Meeting 2.10.17: <http://link.deanza.edu/IVB3-2>)

In addition, the chancellor oversees development of priorities and goals for the district strategic plan, which is aligned with the colleges' Educational Master Plans. These documents rely on learning outcome metrics to inform strategic planning. The district strategic plan itself outlines district strategies that are linked to district metrics to allow measurement and evaluation of progress (IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>). (IV.B.3.Q5)

Evaluation

De Anza meets this standard. The president guides the improvement of teaching and learning through established policies and procedures. He chairs College Council and is an active member of the College Planning Committee; in addition, he interacts with the planning and budget teams to support their work toward attaining a high standard of student achievement and learning.

The president was a key participant in the creation of the Educational Master Plan, which relied on a comprehensive review of internal and external data to reaffirm De Anza's mission and update the Institutional Metrics that are the basis for strategic initiatives, as well as future planning, evaluation and growth. In addition, the president collaborates in establishing priorities for resource allocations annually, based on input from the planning and budget teams.

Evidence for Standard IV.B.3

- III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>
- IV.A.7-1 CPC Membership: <http://link.deanza.edu/IVA7-1>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>
- I.C.1-3 Institutional Research: <http://link.deanza.edu/IC1-3>
- I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>
- IV.B.3-1 Opening Day Notes: <http://link.deanza.edu/IVB3-1>
- IV.B.3-2 Administrators' Meeting 2.10.17: <http://link.deanza.edu/IVB3-2>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

IV.B.4.Q1 How does the CEO take a lead role in accreditation processes?

IV.B.4.Q2 How does the CEO ensure others on campus also understand accreditation?

Description

The president has the primary leadership role for accreditation. The president in 2012 assigned the responsibilities of accreditation liaison officer (ALO) to the college researcher. The president communicates and meets with the ALO regularly to discuss eligibility requirements, changes to the accreditation standards, Commission policies, the annual report and various other reports are produced through the accreditation cycle.

In addition, the president plays a key role in collegewide planning for accreditation, as a permanent member of the College Planning Committee (CPC), which guides and monitors the accreditation process. This process is embedded within the six-year integrated planning and resource allocation cycle, which is led by the CPC (I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>).

The CPC also was responsible for responding to the 2010 recommendations from the Commission. The president actively participated in CPC discussions about how to meet those recommendations while maintaining a commitment to De Anza's mission and values (IV.B.4-1 CPC Minutes: <http://link.deanza.edu/IVB4-1>). (IV.B.4.Q1)

The president has ensured that others on campus are involved in the accreditation process, through the team assignments for the Institutional Self-Evaluation Report. In fall 2015, the CPC took on the role of Accreditation Steering Committee, with responsibility for guiding the college through the self-evaluation process and site visit. Each shared governance group was then assigned a standard closely aligned with the committee's areas of responsibility (IV.B.4-2 Standard Assignments: <http://link.deanza.edu/IVB4-2>). As each governance group includes representatives from the major constituency groups on campus, all constituencies have been involved in the process, with the oversight of the CPC/Accreditation Steering Committee. (IV.B.4.Q2).

The president has been active throughout the self-evaluation process by participating on the Accreditation Steering Committee, attending training sessions held by the ALO for the Standards teams, and speaking at the Accreditation Café hosted by the Office of Professional Development for classified professionals. Throughout the process, the president informed the Foothill-De Anza Community College District board of trustees about accreditation activities (IV.B.4-3 Board Presentation: <http://link.deanza.edu/IVB4-3>). He also ensured there was ample opportunity for additional collegewide and public comment on the draft ISER through posting on the college website; providing for feedback from the college and the public, and hosting a Town Hall meeting.

Evaluation

De Anza College meets this standard. The president takes the primary leadership role for accreditation, ensuring that the institution meets or exceeds the eligibility requirements, accreditation standards and Commission policies. The president has been active in the college's accreditation process, while sharing responsibility with the faculty, staff and administrative leaders for compliance with accreditation requirements.

Evidence for Standard IV.B.4

I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>

IV.B.4-1 CPC Minutes: <http://link.deanza.edu/IVB4-1>

IV.B.4-2 Standard Assignments: <http://link.deanza.edu/IVB4-2>

IV.B.4-3 Board Presentation: <http://link.deanza.edu/IVB4-3>

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Description

The president attends the monthly Chancellor's Advisory Council (CAC) meeting of representatives from the Foothill-De Anza Community College District and both colleges. The CAC is advisory to the chancellor, reviewing district recommendations and actions, policies adopted by the district board of trustees, administrative procedures and potential amendments to both policies and procedures (IV.B.5-1 Chancellor's Advisory Council: <http://link.deanza.edu/IVB5-1>).

The president is informed about statutes, regulations and board policies. He and senior staff are in regular contact with the California Community Colleges Chancellor's Office. He is also a member of the statewide organization for community college CEOs, which provides access to information on pending changes or additions to state laws or regulations that could potentially affect the college. The president ensures implementation of relevant statutes, regulations and district policies by delegating the responsibility to the appropriate administrators and providing leadership and oversight. Specifically, the vice presidents, associate vice presidents, deans and directors are responsible for ensuring that practices in their assigned areas are consistent with statutes, regulations and policies.

The president maintains appropriate control over budget and spending matters through his senior staff, particularly the vice president of Finance and College Operations. Resources are allocated through a process that relies on the planning and budget teams (PBTs), which are co-chaired by the vice presidents and faculty or classified professional co-chairs. Membership is composed of representative faculty, classified professionals, administrators and students. The PBTs use program review documents to ensure integrated planning and

budgeting, keeping the college mission, values and strategic initiatives at the forefront. Recommendations are brought to College Council, also a shared governance group, which the president co-chairs. College Council votes on recommendations to the president, who has ultimate authority to implement the budget recommendations.

Evaluation

De Anza College meets this standard. The president and his staff stay informed about state statutes, regulations and board policies, which are communicated to the campus as needed, to ensure they are followed by the college. Under the president's leadership, the college implements an extensive system of shared governance, which develops key planning documents and budget recommendations to ensure the college is upholding its mission and values.

Evidence for Standard IV.B.5

IV.B.5-1 Chancellor's Advisory Council: <http://link.deanza.edu/IVB5-1>

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Description

De Anza's president communicates regularly with the on-campus community of students, faculty and classified professionals, as well as with off-campus communities served by the college. The president frequently attends community meetings and has co-authored opinion pieces about relevant issues, which have appeared in regional news media (IV.B.6-1 Mercury News Op-Ed: <http://link.deanza.edu/IVB6-1>; IV.B.6-2 San Jose Inside Op-Ed: <http://link.deanza.edu/IVB6-2>).

In addition, the president holds open meetings, speaks frequently at campus events and sends campuswide emails to communicate important information and discuss college issues (IV.A.5-1 Messages from President: <http://link.deanza.edu/IVA5-1>). He also leads the welcoming program at the college's annual Opening Day event.

The president is committed to playing a role in maintaining the public presence of De Anza College, at the local, statewide, national and international level.

Locally, he maintains membership in

- Rotary Club of Cupertino
- Silicon Valley Higher Education Roundtable (SiVHER)
- Cupertino Chamber of Commerce

He is also active in several statewide groups

- Community College League of California (CCLC)
- California Community College CEO group
- John W. Gardner Center for Youth & Their Communities

In addition, he is active in these national organizations

- The Democracy Commitment, co-founder
(IV.B.1-3 The Democracy Commitment: <http://link.deanza.edu/IVB1-3>)
- American Association of Colleges & Universities (AAC&U)
- AAC&U President's Trust
- American Democracy Project
- Community College Humanities Association
- Community Leadership Partnership (CLP)
- Imagining America, co-chair of President's Council
(IV.B.6-3 Imagining America: <http://link.deanza.edu/IVB6-3>)

On the international level, the president participates in the

- International Consortium for Higher Education, Civic Responsibility and Democracy
- Talloires Network (Civic Roles & Social Responsibilities of Higher Education)

The president's longtime commitment to political engagement led to the establishment of the college's Institute for Community and Civic Engagement (ICCE), in 2015 renamed the Vasconcellos Institute for Democracy in Action (VIDA) and the creation of The Democracy Commitment, a national organization that works to develop and support programs that engage community college students in civic learning and democratic practice (I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>; IV.B.1-3 The Democracy Commitment: <http://link.deanza.edu/IVB1-3>).

Evaluation

De Anza College meets this standard. The president communicates extensively with the college community and with constituencies off campus. The president is also involved in a wide variety of local, state, national and international organizations.

Evidence for Standard IV.B.6

- IV.B.6-1 Mercury News Op-Ed: <http://link.deanza.edu/IVB6-1>
- IV.B.6-2 San Jose Inside Op-Ed: <http://link.deanza.edu/IVB6-2>
- IV.A.5-1 Messages from President: <http://link.deanza.edu/IVA5-1>
- I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>
- IV.B.1-3 The Democracy Commitment: <http://link.deanza.edu/IVB1-3>
- IV.B.6-3 Imagining America: <http://link.deanza.edu/IVB6-3>

IV.C Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

IV.C.1.Q1 Does the institution have a policy manual or other compilation of policy documents that demonstrate that the governing board's role in academic quality, integrity, and effectiveness of learning programs and services, and financial stability? Are these policies reviewed on a regular basis?

IV.C.1.Q2 What statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction?

Description

The Foothill-De Anza Community College District board of trustees serves as the governing board. The board has five members who are elected at large, to four-year terms, by residents of the district. Two student trustees – one each from De Anza College and Foothill College – also serve on the board. Student trustees are full participants in board meetings and cast advisory votes. (IV.C.1-1 Board Composition: <http://link.deanza.edu/IVC1-1>).

The board has adopted an extensive set of policies and procedures that demonstrate the trustees' authority and responsibility for academic quality, integrity, effectiveness of instructional programs and financial stability (IV.C.1-2 Board Policies: <http://link.deanza.edu/IVC1-2>). The board also has established procedures for reviewing and amending these policies (IV.C.1-3 Administrative Procedure 2410: <http://link.deanza.edu/IVC1-3>). (IV.C.1.Q1)

Board policies include a mission statement that list the board's responsibilities, including:

- Establishes and protects districtwide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected, and where cultural diversity is celebrated;
- Ensures the fiscal health and stability of the colleges and central services by having close working relationships with the chancellor, financial staff, and auditors, and assures that proper procedures are in place to monitor this fiscal stability;
- Appoints, supports and assesses the performance of the chancellor, and assures integrity and oversight of the evaluation processes for all district employees and the board itself;
- Ensures quality teaching through its oversight of policies and procedures for hiring, tenure review, and professional growth of faculty and administrative staff, and clearly recognizes the contribution of classified staff in enabling teaching and learning to take place.

(IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>).

In addition, the district strategic plan for 2017-2023 was developed in 2016 and approved by the board on March 6, 2017 (IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>). The plan, informed by the colleges' educational master planning documents, serves as the primary planning document that identifies strategic priorities to support the goals described in the district's mission statement. These strategic priorities include educational achievement, learning and support services, and governance. The priorities demonstrate the district's commitment to ensuring that governance of institutional actions is conducted with integrity, and that learning programs and services support the colleges' educational achievement goals for students. (IV.C.1.Q2)

Evaluation

De Anza College meets this standard and Eligibility Requirement 7. Board policies as well as priorities identified in the district strategic plan – informed by the colleges' educational master plans – are evidence of specific statements of how the board supports academic quality, integrity, effectiveness of the learning programs and services, and the financial stability of the district.

Evidence for Standard IV.C.1

IV.C.1-1 Board Composition: <http://link.deanza.edu/IVC1-1>

IV.C.1-2 Board Policies: <http://link.deanza.edu/IVC1-2>

IV.C.1-3 Administrative Procedure 2410: <http://link.deanza.edu/IVC1-3>

IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>

IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

IV.C.2.Q1 How does the Board demonstrate its support for its own policies and decisions?

Description

The board of trustees serves as an independent policy-making body that reflects the public interest. Voters in communities of the Foothill-De Anza Community College District have a long history of electing professional, policy-oriented community members to the board. The working relationships among trustees, the administration and staff are cooperative and effective.

In their statement of philosophy, first adopted in 1999 and reaffirmed in 2004, the trustees pledge “to work together on behalf of our community in a spirit of cooperation and collaboration” (IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>).

In addition, the board's Code of Ethics calls for trustees to “work with fellow board members in a spirit of harmony, respect and cooperation, acknowledging that differences of opinion

will arise.” The code also says trustees will “base personal decisions upon all available facts in each situation, vote honest conviction in every case, and respect the final majority decision of the Board” (IV.C.2-1 Board Policy 2715: <http://link.deanza.edu/IVC2-1>).

The board’s annual self-evaluation reflects the trustees’ unanimous opinion that they are adhering to the code of ethics. In their most recent self-evaluation, trustees were asked to identify the board’s greatest strengths. Their responses included “respect and collaboration”; “the board works well together, respects and values the outstanding staff and administrators at FHDA”; “collegiality; acting in best interests of district; long term perspective, courteous and respectful of staff and public”; and “open-mindedness, student centered decision making, collegiality” (IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>). (IV.C.2.Q1)

Evaluation

De Anza College meets this standard. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole.

Evidence for Standard IV.C.2

IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>

IV.C.2-1 Board Policy 2715: <http://link.deanza.edu/IVC2-1>

IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

IV.C.3.Q1 What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented?

IV.C.3.Q2 Has the board used these processes in its most recent chief administrator searches?

IV.C.3.Q3 What mechanisms does the board use in its evaluation of the chief administrator’s performance on implementation of board policies and achievement of institutional goals?

IV.C.3.Q4 How does the board set clear expectations for regular reports on institutional performance from the chief administrator?

IV.C.3.Q5 What is the written policy describing selection and evaluation of the chief administrator? Has the board followed it?

Description

The Foothill-De Anza Community College District board of trustees has established policies for selecting a district chancellor and presidents of the two colleges. The board also has policies for evaluating their performance.

In the event of a chancellor vacancy, board policy calls for the board to conduct a “fair and open” search for a replacement. In the event of a president vacancy, the policy calls for the

chancellor to conduct a “fair and open” search and to inform the board of the process (IV.C.3-1 Board Policy 2431: <http://link.deanza.edu/IVC3-1>).

The district has consistently followed an open and inclusive process in making these selections. The process includes open consultations with students, faculty and employees at the campus and district level, along with events where input is solicited from the public at large. Details and a timeline, including a schedule of public meetings and updates on the process, are shared on the college or district websites (IV.C.3-2 Chancellor’s Search: <http://link.deanza.edu/IVC3-2>) (IV.C.3.Q1 and IV.C.3.Q5)

This was demonstrated by the selection of a new chancellor in 2015. The board held open meetings to solicit input from students, faculty and staff across the district, as well as the public, on the district’s needs and criteria for selecting a new chancellor. A search committee composed of employees from De Anza College, Foothill College and Central Services, as well as community members, recommended four final candidates (IV.C.3-2 Chancellor’s Search: <http://link.deanza.edu/IVC3-2>).

Each of the finalists visited the district and participated in public meetings and interviews. The board also interviewed the finalists and considered recommendations before making a final selection. In August 2015, a new chancellor began serving as the chief administrative officer for the district. (IV.C.3.Q2)

Under board policy, the trustees evaluate the chancellor on an annual basis, using a process developed and jointly agreed to by the board and the chancellor. Criteria include the chancellor job description, and performance goals and objectives developed jointly between the chancellor and board (IV.C.3-3 Board Policy 2435: <http://link.deanza.edu/IVC3-3>).

The board meets with the chancellor to discuss performance twice a year in closed session, while presenting a written evaluation annually. In keeping with the board’s approved schedule, trustees discussed the chancellor’s performance evaluation in closed session on Aug. 1, 2016 and Feb. 6, 2017 (IV.C.3-4 Board Agenda 8.1.16: <http://link.deanza.edu/IVC3-4>; IV.C.3-5 Board Agenda 2.6.17: <http://link.deanza.edu/IVC3-5>).

The college president is evaluated in a manner similar to that used for other executive administrators. The president is evaluated every year on his position responsibilities and goals and objectives. In addition, he completes an annual self-evaluation which includes a professional development plan. A more extensive evaluation is conducted every three years, in which a survey is completed by managers who report directly to him, leaders of the shared governance groups and other faculty members, administrators, staff, students and community members. The chancellor reviews the survey results and then meets with the president to discuss the evaluation (III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>). (IV.C.3.Q3)

The board sets expectations for the chancellor to make regular reports on institutional performance. Every year in August, the board adopts a calendar that establishes dates for discussing items such as fiscal self-assessment and the student success scorecard (IV.C.3-6 2017 Board Calendar: <http://link.deanza.edu/IVC3-6>). In addition, the board policy on institutional planning requires that the chancellor “inform the Board periodically as to the status of the District’s planning efforts” (IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>). Trustees also develop goals that measure the ongoing condition of the district’s

operational environment and regularly assess its institutional effectiveness (IV.C.3-8 Board Policy 3225: <http://link.deanza.edu/IVC3-8>). (IV.C.3.Q4)

Evaluation

De Anza College meets this standard. Board policies govern the search and selection process for a new chancellor or president. The board also has adopted policies that require regular evaluations of the chancellor and establish clear expectations for institutional performance reports from the chancellor. These processes have been followed with the appointment of each new chancellor.

Evidence for Standard IV.C.3

- IV.C.3-1 Board Policy 2431: <http://link.deanza.edu/IVC3-1>
- IV.C.3-2 Chancellor's Search: <http://link.deanza.edu/IVC3-2>
- IV.C.3-3 Board Policy 2435: <http://link.deanza.edu/IVC3-3>
- IV.C.3-4 Board Agenda 8.1.16: <http://link.deanza.edu/IVC3-4>
- IV.C.3-5 Board Agenda 2.6.17: <http://link.deanza.edu/IVC3-5>
- III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
- IV.C.3-6 2017 Board Calendar: <http://link.deanza.edu/IVC3-6>
- IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>
- IV.C.3-8 Board Policy 3225: <http://link.deanza.edu/IVC3-8>

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

IV.C.4.Q1 Is the governing board appropriately representative of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution?

Description

The board of trustees for the Foothill-De Anza Community College District serves as an independent policy-making body that reflects the public interest. Voters in communities that make up the district have a long history of electing professional, policy-oriented community members to the board. The trustees' longevity of service contributes to the stability of the institution and decision-making ability of the board to act together. In addition, trustees have cooperative and effective working relationships with each other and with the administration and staff of the district and its colleges.

The board has seven members: Five trustees are elected at large by voters who live in the district, which includes the cities of Cupertino, Sunnyvale, Los Altos, Los Altos Hills, Mountain View, Palo Alto and small portions of surrounding cities (IV.C.4-1 Board Policy 2010: <http://link.deanza.edu/IVC4-1>). Board elections for the five at-large members are held in odd-

numbered years, with staggered four-year terms of office (IV.C.4-2 Board Policy 2100: <http://link.deanza.edu/IVC4-2>).

In addition, two student trustees – one each from De Anza College and Foothill College – are elected for one-year terms by their respective student bodies. Student trustees participate in board meetings and cast advisory votes (IV.A.2-6 Board Policy 2015: <http://link.deanza.edu/IVA2-6>). (IV.C.4.Q1)

The board carries out the philosophy, mission and priorities of the district through the execution of clearly defined board policies and responsibilities. At the core of the board's role is its commitment to the community it has served since 1957, and a recognition of the importance of community ties. The board has a long history of actively engaging in outreach with the local communities surrounding the colleges.

No board meeting occurs without an opportunity for the community to address the board. The board encourages the public to attend its meetings, while offering opportunities for citizens to speak on agenda items and in regular open hearing sessions. In addition, members of the public serve on oversight and advisory panels, such as the board's Audit and Finance Committee and the Citizens' Bond Oversight Committee, established pursuant to the conditions of Proposition 39 (III.D.11-3 Board Policy 6401: <http://link.deanza.edu/IIID11-3>). The board has also appointed community members to serve on chancellor search committees, including the most recent in 2015.

In addition, the board has acknowledged its responsibility to provide leadership and advocate for adequate funding and legislation to meet the district's needs (IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>). Each year, the board adopts legislative principles to guide the chancellor in discussing matters pending before state or federal lawmakers (IV.C.4-3 Legislative Principles: <http://link.deanza.edu/IVC4-3>). The district also contracts with the McCallum Group, a lobbying and consulting firm, to provide legislative advice and consultation.

The district belongs to the Community College League of California (CCLC), and trustees regularly attend that organization's annual legislative conference. The current president of the Foothill-De Anza board of trustees serves on the board of the California Community College Trustees organization. At the national level, board members belong to the Association of Community College Trustees (ACCT) and have participated in that group's legislative conferences.

The board also protects the district and colleges from undue influence or pressure. It has regularly updated policies that address conflict of interest, ethics and standards of practice, political activity and protection for whistle-blowers (IV.C.4-4 Board Policy 2710: <http://link.deanza.edu/IVC4-4>; IV.C.4-5 Board Policy 2712: <http://link.deanza.edu/IVC4-5>; IV.C.2-1 Board Policy 2715: <http://link.deanza.edu/IVC2-1>; IV.C.4-6 Board Policy 9550: <http://link.deanza.edu/IVC4-6>; IV.C.4-7 Board Policy 3600: <http://link.deanza.edu/IVC4-7>).

In a 2016 survey of De Anza employees, 42 percent said they agree or strongly agree that the board advocates for the college and defends it against undue influence or pressure. Ten percent disagreed or strongly disagreed, while 48 percent responded "don't know/doesn't apply" (I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>). The large number of responses in the last category suggests the campus community may not be informed of the role the board plays in advocating for and defending the college in order to

protect it from under influence or pressure, or more likely, the district has not encountered any instances in which the board had to act in this manner.

Evaluation

De Anza College meets this standard. The Foothill-De Anza Community College District board of trustees represents the residents of the district and regularly encourages public participation in board meetings and appropriate committees. The board has strong and effective policies to ensure the district acts in the public interest and to shield the district from undue influence and harmful pressure.

Evidence for Standard IV.C.4

- IV.C.4-1 Board Policy 2010: <http://link.deanza.edu/IVC4-1>
- IV.C.4-2 Board Policy 2100: <http://link.deanza.edu/IVC4-2>
- IV.A.2-6 Board Policy 2015: <http://link.deanza.edu/IVA2-6>
- III.D.11-3 Board Policy 6401: <http://link.deanza.edu/IIID11-3>
- IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>
- IV.C.4-3 Legislative Principles: <http://link.deanza.edu/IVC4-3>
- IV.C.4-4 Board Policy 2710: <http://link.deanza.edu/IVC4-4>
- IV.C.4-5 Board Policy 2712: <http://link.deanza.edu/IVC4-5>
- IV.C.2-1 Board Policy 2715: <http://link.deanza.edu/IVC2-1>
- IV.C.4-6 Board Policy 9550: <http://link.deanza.edu/IVC4-6>
- IV.C.4-7 Board Policy 3600: <http://link.deanza.edu/IVC4-7>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>

IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

- IV.C.5.Q1 What policies, institutional goals or other formal statements exist that describe governing board expectations for quality, integrity and improvement of student learning programs and services?
- IV.C.5.Q2 Is the governing board aware of the institution-set standards and analysis of results for improvement of student achievement and learning?
- IV.C.5.Q3 Is the governing board independent? Are its actions final and not subject to the actions of any other entity?

Description

The Foothill-De Anza Community College District board of trustees serves as an independent policy-making body that reflects the public interest. It has established policies to ensure quality, integrity, the improvement of student learning and the resources needed to support those efforts.

These policies include a mission statement, principles of sound fiscal management, budget preparation and reports on the district's financial condition (IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>; III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>; III.D.3-1 Board Policy 3100: <http://link.deanza.edu/IIID3-1>; IV.C.5-1 Board Policy 3112: <http://link.deanza.edu/IVC5-1>). These policies are reviewed regularly and changes to policies may be enacted by a majority vote (IV.C.5-2 Board Policy 2410: <http://link.deanza.edu/IVC5-2>).

In its mission statement, the board expresses a commitment to carry “out the philosophy, mission and priorities of Foothill-De Anza Community College District” and acknowledges its responsibility to ensuring the fiscal health of the district and “a climate in which teaching and learning are deeply valued” (IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>). As part of the roles and responsibilities set forth in the policy, the board commits “to preserve the institutional autonomy and integrity of the District” and “to fulfill its fiduciary responsibilities to the public by approving the District's budget, ensuring that it reflects the District's mission, priorities and goals.”

District policy also directs the board to develop goals that measure the ongoing condition of the District's operational environment and regularly assess its institutional effectiveness (IV.C.3-8 Board Policy 3225: <http://link.deanza.edu/IVC3-8>). Minutes of governing board meetings show that fiscal and curriculum matters appear on the agendas with regularity (IV.C.5-3 Board Minutes 1.9.17: <http://link.deanza.edu/IVC5-3>). During the severe state budget cuts that resulted from the last recession, the governing board moved to preserve as many programs and positions as possible by diverting one-time funding into a stability fund that was used to spread cuts over time and to cushion against layoffs.

At its regularly scheduled study session in August, the board considers priorities for the new academic and fiscal year, along with strategies for accomplishment. While the strategies have evolved over the years, a “focus on student access, equity and success” has remained at the top of the priority list, closely followed by fiscal stability (IV.C.5-4 Board Priorities: <http://link.deanza.edu/IVC5-4>). (IV.C.5.Q1)

By policy, the board asserts its authority to approve long-range plans developed by the colleges, including the educational master plans, which set goals for improving student learning and standards for evaluating the results (IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>). The board also directs the chancellor to keep trustees informed of the colleges' planning efforts.

De Anza's Educational Master Plan was reviewed at length during a board study session on Feb. 8, 2016, and was approved by the board during the regular meeting on the same date (I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>). The board reviewed and

approved De Anza's Student Success and Support Program plan on Oct. 6, 2014 (IV.C.5-5 Board Minutes 10.6.14: <http://link.deanza.edu/IVC5-5>). Trustees also approved De Anza's Student Equity Plan in 2015 (IV.C.5-6 Board Minutes 12.7.15: <http://link.deanza.edu/IVC5-6>).

In the current version of the district strategic plan, the district once again articulated goals focused on student success, student access and learning services (IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>). These include decreasing the achievement gap, reducing access barriers for underserved populations and addressing the digital divide. Each goal has one or more district strategies with associated metrics as a way to measure progress towards achieving their goals.

In addition, the board's meeting calendar, approved each August, schedules meetings for the trustees to delve into institutional analysis of student learning and to consider fiscal matters. This includes a discussion of the California Community Colleges Chancellor's Student Success Scorecard and Institutional Effectiveness Programs Initiative indicators each year. (IV.C.5.Q2)

As an elected governing body, the board of trustees is independent and has final authority over district operations, subject to state and federal law. The district's funding can be affected by state and federal budgets. (IV.C.5.Q3)

Evaluation

De Anza College meets this standard. The district board has policies that document its expectations for quality, integrity and improvement of student learning programs and services. Through policies regarding district and institutional planning, the board is aware of institution-established standards and improvement strategies for learning outcomes. Board policies also indicate that this work is done independently and free from any conflict of interest.

Evidence for Standard IV.C.5

- IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>
- III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>
- III.D.3-1 Board Policy 3100: <http://link.deanza.edu/IIID3-1>
- IV.C.5-1 Board Policy 3112: <http://link.deanza.edu/IVC5-1>
- IV.C.5-2 Board Policy 2410: <http://link.deanza.edu/IVC5-2>
- IV.C.3-8 Board Policy 3225: <http://link.deanza.edu/IVC3-8>
- IV.C.5-3 Board Minutes 1.9.17: <http://link.deanza.edu/IVC5-3>
- IV.C.5-4 Board Priorities: <http://link.deanza.edu/IVC5-4>
- IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>
- I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>
- IV.C.5-5 Board Minutes 10.6.14: <http://link.deanza.edu/IVC5-5>
- IV.C.5-6 Board Minutes 12.7.15: <http://link.deanza.edu/IVC5-6>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
Description

The Foothill-De Anza Community College District has established policies that specify the membership, duties, responsibilities, philosophy, mission and operating procedures of the board of trustees. These policies are available for public viewing on the district website, within the BoardDocs online system (IV.C.6-1 Board Policies: <http://link.deanza.edu/IVC6-1>).

The policies include

- Board Membership (IV.C.4-1 Board Policy 2010: <http://link.deanza.edu/IVC4-1>)
- Student Members (IV.A.2-6 Board Policy 2015: <http://link.deanza.edu/IVA2-6>)
- Board Elections (IV.C.4-2 Board Policy 2100: <http://link.deanza.edu/IVC4-2>)
- Vacancies on the Board (IV.C.6-2 Board Policy 2110: <http://link.deanza.edu/IVC6-2>)
- Philosophy, Mission, and Roles and Responsibilities (IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>)
- Officers of the Board (IV.C.6-3 Board Policy 2210: <http://link.deanza.edu/IVC6-3>)
- Committees of the Board (IV.C.6-4 Board Policy 2220: <http://link.deanza.edu/IVC6-4>)
- Student Role in Governance (I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>)
- Regular Meetings (IV.C.6-5 Board Policy 2310: <http://link.deanza.edu/IVC6-5>)
- Closed Sessions (IV.C.6-6 Board Policy 2315: <http://link.deanza.edu/IVC6-6>)
- Special and Emergency Meetings (IV.C.6-7 Board Policy 2320: <http://link.deanza.edu/IVC6-7>)
- Quorum and Voting (IV.C.6-8 Board Policy 2330: <http://link.deanza.edu/IVC6-8>)
- Board Meeting Agendas (IV.C.6-9 Board Policy 2340: <http://link.deanza.edu/IVC6-9>)
- Public Participation (IV.C.6-10 Board Policy 2345: <http://link.deanza.edu/IVC6-10>)

Evaluation

De Anza College meets the standard. All board bylaws and policies are published on the district website.

Evidence for Standard IV.C.6

IV.C.6-1 Board Policies: <http://link.deanza.edu/IVC6-1>
 IV.C.4-1 Board Policy 2010: <http://link.deanza.edu/IVC4-1>
 IV.A.2-6 Board Policy 2015: <http://link.deanza.edu/IVA2-6>
 IV.C.4-2 Board Policy 2100: <http://link.deanza.edu/IVC4-2>
 IV.C.6-2 Board Policy 2110: <http://link.deanza.edu/IVC6-2>
 IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>
 IV.C.6-3 Board Policy 2210: <http://link.deanza.edu/IVC6-3>

IV.C.6-4 Board Policy 2220: <http://link.deanza.edu/IVC6-4>
 I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>
 IV.C.6-5 Board Policy 2310: <http://link.deanza.edu/IVC6-5>
 IV.C.6-6 Board Policy 2315: <http://link.deanza.edu/IVC6-6>
 IV.C.6-7 Board Policy 2320: <http://link.deanza.edu/IVC6-7>
 IV.C.6-8 Board Policy 2330: <http://link.deanza.edu/IVC6-8>
 IV.C.6-9 Board Policy 2340: <http://link.deanza.edu/IVC6-9>
 IV.C.6-10 Board Policy 2345: <http://link.deanza.edu/IVC6-10>

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

IV.C7.Q1 Do the records of governing board actions (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws?
 IV.C7.Q2 Does the governing board have a system for evaluating and revising its policies on a regular basis? Is this system implemented?

Description

The board of trustees acts in accord with its policies and bylaws. This is documented by the minutes from every board meeting, which are posted on the district website (IV.C.7-1 Board Agendas: <http://link.deanza.edu/IVC7-1>). While it is impossible to state every decision that aligns with board policies and bylaws, some examples include adherence to fiscal, human resources, public participation, and student services policy.

With respect to fiscal policy, the board adopted the 2016-17 budget on Sept. 12, 2016 , following a public hearing on Aug. 29, 2016 (IV.C.7-2 Board Minutes 9.12.16: <http://link.deanza.edu/IVC7-2>; IV.C.7-3 Board Minutes 8.29.16: <http://link.deanza.edu/IVC7-3>). This is consistent with Board Policy 3110, which states that the board shall adopt a final budget on or before Sept. 15 of each year (III.D.3-2 Board Policy 3110: <http://link.deanza.edu/IIID3-2>).

On the subject of human resources, the board regularly reviews and approves district employment actions as reported by the district Office of Human Resources. This is consistent with Board Policy 4130, which states that all hiring is done by recommendation from the appropriate administrator to the chancellor, who recommends action to the board (IV.C.7-4 Board Minutes 5.1.17: <http://link.deanza.edu/IVC7-4>; IV.C.7-5 HR Report 5.1.17: <http://link.deanza.edu/IVC7-5>; III.A.12-1 Board Policy 4130: <http://link.deanza.edu/IIIA12-1>).

Additionally, every board agenda includes an item allowing for public hearing or comment. Published minutes indicate regular attendance and comment by members of the community. This is consistent with Board Policy 2345, which assures public participation at board meetings (IV.C.6-10 Board Policy 2345: <http://link.deanza.edu/IVC6-10>).

In the area of student services, minutes from the Jan. 11, 2016, board meeting show the board established the nonresident tuition rate for the 2016-17 academic year (IV.C.7-6 Board Minutes 1.11.16: <http://link.deanza.edu/IVC7-6>). This is consistent with board policy in that area (IV.C.7-7 Board Policy 5020: <http://link.deanza.edu/IVC7-7>). (IV.C.7.Q1)

The board regularly evaluates and reviews its policies and procedures. Board Policy 2410 states that policies may be adopted, revised or amended any regular board meeting by majority vote, provided that proposed changes are introduced at least one regular meeting before the meeting where the vote is taken (IV.C.5-2 Board Policy 2410: <http://link.deanza.edu/IVC5-2>).

A chart showing the history of policy revisions can be found in the Board Policy and Administrative Procedure Manual, in the section titled “Policy and Procedure Review - Cross Reference Chart of New and Old Policy and Procedure Numbers” (IV.C.7-8 Administrative Procedure Manual: <http://link.deanza.edu/IVC7-8>) (IV.C.7.Q2)

Evaluation

De Anza College meets the standard and the Policy on Institutional Degrees and Credits. Published, readily available minutes of district board meetings show that its actions are consistent with established board policies and procedures. Members of the public and campus constituencies can review board actions and provide feedback on whether they adhere to governance standards. The board also has a system for evaluating and revising its policies.

Evidence for Standard IV.C.7

- IV.C.7-1 Board Agendas: <http://link.deanza.edu/IVC7-1>
- III.D.3-2 Board Policy 3110: <http://link.deanza.edu/IIID3-2>
- IV.C.7-2: Board Minutes 9.12.16: <http://link.deanza.edu/IVC7-2>
- IV.C.7-3: Board Minutes 8.29.16: <http://link.deanza.edu/IVC7-3>
- IVC7-4: Board Minutes 5.1.17: <http://link.deanza.edu/IVC7-4>
- IVC7-5: HR Report 5.1.17: <http://link.deanza.edu/IVC7-5>
- III.A.12-1 Board Policy 4130: <http://link.deanza.edu/IIIA12-1>
- IV.C.7-6: Board Minutes 1.11.16: <http://link.deanza.edu/IVC7-6>
- IVC7-7: Board Policy 5020: <http://link.deanza.edu/IVC7-7>
- IV.C.5-2: Board Policy 2410: <http://link.deanza.edu/IVC5-2>
- IVC7-8: Administrative Procedure Manual: <http://link.deanza.edu/IVC7-8>

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

IV.C.8.Q1 What data on student performance does the Board regularly evaluate?

Description

The board of trustees regularly reviews indicators of student learning and institutional plans for improving academic quality. These include institutional planning documents that discuss student performance and goals for learning, such as the Educational Master Plans for each college. In addition, the board regularly discusses performance data from the California Community Colleges Chancellor's Office Student Success Scorecard.

The data is presented both from a broad institutional lens as well as an equity lens that looks at the performance of different student population groups (I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>; IV.C.7-3 Board Minutes 8.29.16: <http://link.deanza.edu/IVC7-3>).

The board reviewed De Anza's Student Success and Support Program (SSSP) plans on Oct. 6, 2014, and Oct. 5, 2015: (IV.C.5-5 Board Minutes 10.6.14: <http://link.deanza.edu/IVC5-5>; IV.C.8-1 Board Minutes 10.5.15: <http://link.deanza.edu/IVC8-1>).

The board also reviewed and discussed the college Student Equity Plans on Dec. 7, 2015, and on Feb. 8, 2016 (IV.C.5-6 Board Minutes 12.7.15: <http://link.deanza.edu/IVC5-6>; I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>). (IV.C.8.Q1)

Evaluation

De Anza College meets the standard. The board regularly evaluates student performance through institutional planning documents as well as the California Community College Chancellor's Office Student Success Scorecard, SSSP and Student Equity Plans.

Evidence for Standard IV.C.8

- I.A.2-2 Board Minutes 2.8.16 : <http://link.deanza.edu/IA2-2>
- IV.C.7-3 Board Minutes 8.29.16: <http://link.deanza.edu/IVC7-3>
- IV.C.5-5 Board Minutes 10.6.14: <http://link.deanza.edu/IVC5-5>
- IV.C.8-1 Board Minutes 10.5.15: <http://link.deanza.edu/IVC8-1>
- IV.C.5-6 Board Minutes 12.7.15: <http://link.deanza.edu/IVC5-6>
- I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

- IV.C.9.Q1 What is the governing board's program for development and orientation?
- IV.C.9.Q2 Does the board have a formal, written method of providing for continuing membership and staggered terms of office?

Description

The board of trustees has an ongoing program for members' development and orientation for new members. This practice is outlined in board policy, which states: "The board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education" (IV.C.9-1 Board Policy 2740: <http://link.deanza.edu/IVC9-1>).

The board gained two new members after November 2016 election in which one trustee retained her seat and two others did not seek re-election. Before that, the board had not had a new member since 2009, which demonstrates the strength and longevity of the board membership.

Under the district policy, all board candidates were invited to attend a candidate orientation session, held Aug. 31, 2016, on the Foothill College campus. The orientation covered the mission of the district, opportunities and challenges, roles and responsibilities of the trustee and district and college governance. Members of the governing board, executive staff, faculty, staff, and student leaders also attended to provide information and answer questions. The session was recorded and made available online to candidates unable to attend in person.

Once elected, new board members are offered a range of orientation opportunities, including the Community College League of California New Trustee Orientation Workshop offered each January. In addition, the board schedules a more formal orientation that includes a review of district policies and procedures.

The orientation process is extended to the student trustees as well. New student trustees are encouraged to attend the Community College League of California's Student Trustee Workshop each August and other conferences through their terms of office.

The chancellor detailed plans for new trustee orientation during the Nov. 7, 2016, board meeting. Minutes from the meeting indicate that "the orientation process for newly elected trustees will start with Human Resources onboarding immediately following the confirmation of election results," and that "new governing board members will be provided resources such as district policies, the Community College League of California's (CCLC) 'Trustee Handbook,' a guide to the Ralph M. Brown Act, and online ethics and accreditation training opportunities." In addition, new trustees would meet with the chancellor "for agenda review prior to the December meeting, meet with the presidents and attend the CCLC Effective Trusteeship Workshop and Legislative Conference in January, and meet with the vice presidents prior to the February study session" (IV.C.9-2 Board Minutes 11.7.16: <http://link.deanza.edu/IVC9-2>). (IV.C.9.Q1)

Voters in the district elect the non-student trustees to four-year terms on the board. In accordance with board policy and state election law, staggered elections ensure that no more than "...as nearly as practical, one half of the trustees shall be elected at each even numbered year" (IV.C.4-2 Board Policy 2100: <http://link.deanza.edu/IVC4-2>).

In the event that the board must act to fill a vacancy by appointment, the board has established a process to ensure continuing full membership of the board (IV.C.6-2 Board Policy 2110: <http://link.deanza.edu/IVC6-2>). (IV.C.9.Q2)

Evaluation

De Anza College meets the standard. Board policies demonstrate the board's program for development and orientation as well as the method for providing for continuing membership and staggered terms of office.

Evidence for Standard IV.C.9

IV.C.9-1 Board Policy 2740: <http://link.deanza.edu/IVC9-1>

IV.C.9-2 Board Minutes 11.7.16: <http://link.deanza.edu/IVC9-2>

IV.C.4-2 Board Policy 2100: <http://link.deanza.edu/IVC4-2>

IV.C.6-2 Board Policy 2110: <http://link.deanza.edu/IVC6-2>

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

IV.C.10.Q1 What is the board self evaluation process as defined in its policies? Does the process as described present as an effective review?

IV.C.10.Q2 Does the governing board policy call for regular self evaluation? Does the institution's board regularly evaluate its own performance?

Description

The Foothill-De Anza Community College District board of trustees is committed to self-evaluation, which the board uses to improve performance, academic quality and institutional effectiveness.

Board policy describes the process for annual evaluation and, among other items, states that the process "shall incorporate criteria contained in the board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field" (IV.C.10-1 Board Policy 2745: <http://link.deanza.edu/IVC10-1>). (IV.C.10.Q1)

As part of its regular self-evaluation, in odd-numbered years, the board seeks input on its performance from the Chancellor's Advisory Council, the Foothill-De Anza Foundation Board Executive Committee and the public members of two key panels: the Measure C Citizens' Bond Oversight Committee and the board's Audit & Finance Committee.

In addition, the trustees complete an annual self-evaluation survey that asks them to measure individual and collective performance related to the board's philosophy, mission, and ethics statements, and to identify strengths, weaknesses and ways to improve (IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>). To encourage candid statements, individual responses are collected by the district chancellor's Office and kept confidential. A summary

of the responses is shared with the governing board and public at the regular meeting each July, as reflected in the governing board's adopted calendar (IV.C.3-6 2017 Board Calendar: <http://link.deanza.edu/IVC3-6>). This allows the results to be considered in developing board priorities, which are adopted in August.

Results of the 2015-16 self-evaluation reflect strong agreement that trustees adhere to the following responsibilities included in the board's mission statement, which are related to effectiveness in promoting and sustaining academic quality and institutional effectiveness:

- Establish and protect districtwide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected, and where cultural diversity is celebrated
- Acknowledge students, their opportunities, and their progress as the central purpose of the colleges and supports their academic pursuit through careful program review
- Ensure quality teaching through its oversight of policies and procedures for hiring, tenure review, and professional growth of faculty and administrative staff, and clearly recognizes the contribution of classified staff in enabling teaching and learning to take place
- Ensure the fiscal health and stability of the colleges and the district's central services by having close working relationships with the chancellor, financial staff, and auditors, and assures that proper procedures are in place to monitor this fiscal stability (IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>). (IV.C.10.Q2)

Evaluation

De Anza College meets this standard. Board policy calls for regular self-evaluation and review of the board's performance. The results are made public and are used to improve institutional performance.

Evidence for Standard IV.C.10

IV.C.10-1 Board Policy 2745: <http://link.deanza.edu/IVC10-1>

IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>

IV.C.3-6 2017 Board Calendar: <http://link.deanza.edu/IVC3-6>

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

IV.C.11.Q1 What is the board's stated process for dealing with board behavior that is unethical? Does the governing board implement this process? Is there evidence of results?

IV.C.11.Q2 Are less than half of the board members owners of the institution? Are a majority of governing board members non-owners of the institution.

Description

The board of trustees has established policies for integrity and ethical conduct, including a formal code of ethics (IV.C.2-1 Board Policy 2715: <http://link.deanza.edu/IVC2-1>).

The code of ethics calls on trustees to:

- Base personal decisions upon all available facts in each situation, vote honest conviction in every case and respect the final majority decision of the board.
- Deal openly with issues while maintaining strict confidentiality when appropriate or required.
- Remember at all times that an individual board member has no legal authority outside the meetings of the board and conduct all relationships with the college staff, students, local citizenry and media on the basis of that fact.
- Avoid any situations where conflict of interest is real or apparent and promptly and honestly file all conflict of interest statements as required by law. A board member shall not use position as a board member for personal benefit or gain.

The code of ethics also describes what the board's process would be for dealing with unethical behavior, should it occur.

- First, the chancellor, along with the board president (or other key trustee) would meet with the member to discuss the perceived violation, obtain the member's explanation of what occurred and attempt to resolve the problem informally.
- As a second step, if necessary, other trustees (fewer than a quorum) would talk to the member to help him/her understand the significance of the situation and how to resolve it. To the extent the member's conduct has exposed either him/her or the board to legal action, the president may arrange a confidential meeting between him- or herself, the member and district counsel to further discuss the problem.
- Third, if other steps have not resolved the issue, the board may make public statements of expected board behavior and/or proffer a board resolution about what expected behavior is, and/or a reaffirmation of its ethics policy.

- As deemed advisable, the board would schedule additional workshops or retreats on codes of ethics and the importance of upholding them.
- Finally, if all other steps failed, the board would consider taking a vote to publicly censure the member. (IV.C.11.Q1)

As the district is a public institution, none of the board members have financial ownership. In addition to the code of ethics, the board has adopted a conflict of interest policy and code to assure that trustees are not financially involved and do not have a financial interest in board decisions or contracts made by the board (IV.C.4-4 Board Policy 2710: <http://link.deanza.edu/IVC4-4>; IV.C.4-5 Board Policy 2712: <http://link.deanza.edu/IVC4-5>). (IV.C.11.Q2).

Evaluation

De Anza College meets this standard and Eligibility Requirement 7. Board policy and its code of ethics provide a clear articulation of the process to be taken in the event of board behavior that is deemed unethical. Board members are not owners of the district and the board's conflict of interest policies are designed to assure they do not have financial stake in board decisions or board contracts.

Evidence for Standard IV.C.11

IV.C.2-1 Board Policy 2715: <http://link.deanza.edu/IVC2-1>

IV.C.4-4 Board Policy 2710: <http://link.deanza.edu/IVC4-4>

IV.C.4-5 Board Policy 2712: <http://link.deanza.edu/IVC4-5>

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

IV.C.12.Q1 How is the board delegation of administrative authority to the chief administrator defined? (In policy documents? In a contract with the chief administrator?)

IV.C.12.Q2 Is this delegation clear to all parties?

IV.C.12.Q3 How effective is the governing board in focusing at the policy level?

IV.C.12.Q4 What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals?

IV.C.12.Q5 How does the board set clear expectations for regular reports on institutional performance from the chief administrator?

IV.C.12.Q6 How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity?

Description

The board of trustees delegates authority to the chancellor of the Foothill-De Anza Community College District under a formal policy that outlines the powers that are delegated (IV.C.12-1 Board Policy 2430: <http://link.deanza.edu/IVC12-1>).

Among other things, the policy assigns to the chancellor “executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action.” The policy also states: “The chancellor may delegate any powers and duties entrusted to him/her by the board including the administration of each college and center, but he/she will be specifically responsible to the board for the execution of such delegated powers and duties.” (IV.C.12.Q1)

This policy is available for public viewing on the board website, which helps ensure the delegation is clear to all parties. In addition, the chancellor’s employment contract reinforces the recognition of the separate roles of the board and chancellor, describing the chancellor’s responsibility for fiscal oversight and handling personnel matters, while stating that “the chancellor shall have primary responsibility for the execution of board policy, and the board shall retain the primary responsibility for setting such policy.” (IV.C.12.Q2)

Evidence that the governing board is effective in focusing at the policy level can be seen in the board’s annual self-evaluation (IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>). (IV.C.12.Q3).

The board has established mechanisms for evaluating the chancellor’s performance, as outlined in board policy documents which state that an evaluation will be conducted at least once a year, based on board policies and performance goals and objectives developed jointly by the chancellor and board (IV.C.3-3 Board Policy 2435: <http://link.deanza.edu/IVC3-3>). The board meets with the chancellor to discuss performance twice a year in closed session, while presenting a written evaluation annually. (IV.C.12.Q4)

The board has set clear expectations for regular reports on institutional performance by the chancellor, as stated in district policy (IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>). The policy identifies a number of planning documents that are to be developed, such as the Educational Master Plan (EMP), Student Equity Plan and Student Success and Support Program (SSSP) Plan, which include assessments of learning outcomes and educational achievement. The policy adds that the chancellor will “inform the board periodically as to the status of the district’s planning efforts.” (IV.C.12.Q5)

In addition, the board approves a calendar each August that schedules dates for discussion of items such as the district’s fiscal self-assessment and the Student Success Scorecard (IV.C.3-6 2017 Board Calendar: <http://link.deanza.edu/IVC3-6>). The board also has set expectations in district policy for regular reporting of information related to budgets and the district’s financial status (III.D.3-1 Board Policy 3100: <http://link.deanza.edu/IIID3-1>).

Together, these board policies demonstrate expectations for being provided sufficient information to ensure it can fulfill its responsibility for educational quality, legal matters, and financial integrity (IV.C.12.Q6).

Evaluation

De Anza College meets this standard. The board of trustees has clearly delegated responsibility and authority to the chancellor for implementing board policies, while holding the chancellor accountable for institutional performance. The board also has established clear expectations for the chancellor to report on performance and financial matters so the trustees have the information necessary to set policy and fulfill their responsibilities for educational quality and financial integrity.

Evidence for Standard IV.C.12

IV.C.12-1 Board Policy 2430: <http://link.deanza.edu/IVC12-1>

IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>

IV.C.3-3 Board Policy 2435: <http://link.deanza.edu/IVC3-3>

IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>

IV.C.3-6 2017 Board Calendar: <http://link.deanza.edu/IVC3-6>

III.D.3-1 Board Policy 3100: <http://link.deanza.edu/IIID3-1>

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

IV.C.13.Q1 How does the board participate appropriately in institutional self evaluation and planning efforts?

IV.C.13.Q2 How do board actions indicate a commitment to improvements planned as part of institutional self evaluation and accreditation processes?

IV.C.13.Q3 How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement?

IV.C.13.Q4 Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution?

IV.C.13.Q5 Is the board knowledgeable about Accreditation Standards, including those that apply to the board?

IV.C.13.Q6 Does the board assess its own performance using Accreditation Standards?

IV.C.13.Q7 Does the governing board development program address the need to learn about Accreditation Standards and expectations?

Description

Through district policy, the board of trustees has directed the chancellor to keep the trustees informed about the accreditation process, including Eligibility Requirements, accreditation standards, Commission policies and other relevant information (IV.C.13-1 Board Policy 3200: <http://link.deanza.edu/IVC13-1>).

This policy requires the chancellor to inform the board about the status of accreditation as well as the process, including the self-evaluation process. In addition, the board reviews and approves the college Institutional Self-Evaluation, Follow-up, Mid-term and Substantive Change reports.

In addition, the board has set clear expectations in district policy for the chancellor to report on the progress of other self-evaluation and planning efforts (IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>). The board often reviews and discusses these updates during formal study sessions, which are held twice annually, typically in February and August (IV.C.13-2 Board Meeting Calendar: <http://link.deanza.edu/IVC13-2>) (IV.C.13.Q1).

The board has demonstrated its commitment to improvement through the self-evaluation and accreditation process. In addition to participating in the accreditation process as appropriate, the board has directed the chancellor to inform the trustees about accreditation visits and “any actions taken or to be taken in response to recommendations in an accreditation report” (IV.C.13-1 Board Policy 3200: <http://link.deanza.edu/IVC13-1>).

Improvement efforts reported to the board include specific reports due to the Commission such as the opening of a new campus – such as the Sunnyvale Education Center – and reports such as De Anza’s Substantive Change Proposal for online education (IV.C.13-3 Board Minutes 3.7.16: <http://link.deanza.edu/IVC13-3>). (IV.C.13.Q2)

Board policy also demonstrates the trustees’ commitment to supporting and improving Student Learning Outcomes as reflected in the accreditation standards and expectations for institutional improvement (IV.C.13-1 Board Policy 3200: <http://link.deanza.edu/IVC13-1>). The policy states that, “the chancellor shall ensure the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges.” (IV.C.13.Q3)

In addition to staying informed about the accreditation process and any pending self-evaluation reports, the board policy adds that, “immediately following each visit a study will be made of the report in order to determine what can be done to correct reported deficiencies prior to the next application.” (IV.C.13.Q4).

The board also has placed a priority on staying informed about accreditation standards and expectations, including those that specifically apply to the board (IV.C.13-1 Board Policy 3200: <http://link.deanza.edu/IVC13-1>). A comprehensive review of accreditation standards was presented at the board’s study session last August and an update on the process was presented to trustees in February (IV.C.7-3 Board Minutes 8.29.16: <http://link.deanza.edu/IVC7-3>; IV.C.13-4 Board Minutes 2.6.17: <http://link.deanza.edu/IVC13-4>). (IV.C.13.Q5)

The board uses accreditation standards in its own self-evaluation. The self-evaluation survey asks trustees to assess their individual and collective performance in relation to statements that are tied to academic quality and fiscal stability (Standard IV.C.1); acting as a collective entity (Standard IV.C.2); selecting and evaluating the chancellor (Standard IV.C.3); reflecting the public interest (Standard IV.C.4); ensuring the quality of student learning programs and services (Standard IV.C.5); determining and evaluating policy (IV.C.7); board development (IV.C.9); ethical behavior and avoidance of conflict of interest (Standard IV.C.11); and

respect for the chancellor's authority (Standard IV.C.12) (IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>). (IV.C.13.Q6).

Through the regular board development process, trustees are provided the Commission's "Guide to Accreditation for Governing Boards," which details Eligibility Requirements, accreditation standards, Commission policies and accreditation processes. They also participate in accreditation breakout sessions during conferences and receive regular updates regarding the self-evaluation process. (IV.C.13.Q7)

Evaluation

De Anza College meets this standard. The board has established policy directing the chancellor to keep trustees informed about the accreditation process. As demonstrated through board study sessions, the trustees appropriately participates in institutional self-evaluation and planning efforts and places a priority on staying informed about improvement efforts planned as part of the institutional self-evaluation and accreditation process. The board is also knowledgeable about accreditation standards and is apprised of all institutional reports made by the colleges to the Commission, including those related to substantive changes made by the college.

Evidence for Standard IV.C.13

IV.C.13-1 Board Policy 3200: <http://link.deanza.edu/IVC13-1>

IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>

IV.C.13-2 Board Meeting Calendar: <http://link.deanza.edu/IVC13-2>

IV.C.13-3 Board Minutes 3.7.16: <http://link.deanza.edu/IVC13-3>

IV.C.7-3 Board Minutes 8.29.16: <http://link.deanza.edu/IVC7-3>

IV.C.13-4 Board Minutes 2.6.17: <http://link.deanza.edu/IVC13-4>

IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>

IV.D Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

IV.D.1.Q1 What policies and practices demonstrate the delineation of roles and responsibilities for the district/system and the colleges?

Description

The chancellor of the Foothill-De Anza Community College District provides leadership and communicates expectations throughout the district, while assuring the district provides support for the colleges to operate effectively.

The chancellor is highly visible and has ensured open communication with faculty, staff, administrators, and students on both campuses. The districtwide Opening Day event in fall 2015, the first from the new chancellor, set a tone for collaboration and engagement (IV.D.1-1 District Opening Day: <http://link.deanza.edu/IVD1-1>). In her remarks at the event, the chancellor reiterated a pledge to close the achievement gap and to prioritize student equity, educational excellence and innovation. (IV.B.3-1 Opening Day Notes: <http://link.deanza.edu/IVB3-1>).

A further example of setting expectations for excellence is the district's continued membership in the League for Innovation in the Community College, an international nonprofit organization that has sought to promote innovation in the community college environment since its founding in 1968. After the chancellor's office completed a lengthy self-evaluation of the district last year, the league reaffirmed the district's membership, which is based on criteria including institutional excellence and effectiveness, innovative programs, institutional stability and a high quality of resources and leadership. The report to the league was shared on the district website and through a districtwide email to all employees (IV.D.1-2 Chancellor's Message: <http://link.deanza.edu/IVD1-2>).

The chancellor also engages with students, faculty and staff across the district through regular meetings of the Chancellor's Advisory Council (IV.B.5-1 Chancellor's Advisory Council: <http://link.deanza.edu/IVB5-1>). She convenes periodic meetings with managers and senior administrators on a variety of topics (IV.D.1-3 Senior Administrators Meeting: <http://link.deanza.edu/IVD1-3>). The chancellor also holds weekly meetings of the Chancellor's Cabinet, which includes college presidents and vice chancellors, to discuss district operations and align the efforts of the colleges and the district.

The district's policies and administrative procedures demonstrate the delineation of responsibilities for the district and the colleges. In particular, board policies delegate authority to the chancellor, while related documents describe the district's organizational structure and the expectation for organizational charts that describe the responsibilities and general duties of district employees (IV.C.12-1 Board Policy 2430: <http://link.deanza.edu/IVC12-1>; IV.B.1-1 Board Policy 3100: <http://link.deanza.edu/IVB1-1>; IV.B.1-2 Administrative Procedure 3100: <http://link.deanza.edu/IVB1-2>).

Additionally, the district has reviewed and defined the responsibilities of the district and the colleges as they relate to accreditation standards, in a Delineation of Functions Map, which can be viewed on page 51 of this ISER (IV.D.1-4 Delineations of Functions: <http://link.deanza.edu/IVD1-4>).

By creating a sound organizational structure, with multiple layers of reporting responsibility that operate with her oversight, the chancellor assures the effective operation of the colleges. As prescribed in board policy, the organizational structure has the necessary flexibility to ensure the flow of communication and the ability to mold to the district's evolving needs. (IV.D.1.Q1).

Evaluation

De Anza College meets this standard. The chancellor provides leadership and establishes expectations for the district, while board policies and administrative procedures delineate the roles and responsibilities of the district and the colleges.

Evidence for Standard IV.D.1

- IV.D.1-1 District Opening Day: <http://link.deanza.edu/IVD1-1>
- IV.B.3-1 Opening Day Notes: <http://link.deanza.edu/IVB3-1>
- IV.D.1-2 Chancellor's Message: <http://link.deanza.edu/IVD1-2>
- IV.B.5-1 Chancellor's Advisory Council: <http://link.deanza.edu/IVB5-1>
- IV.D.1-3 Senior Administrators Meeting: <http://link.deanza.edu/IVD1-3>
- IV.C.12-1 Board Policy 2430: <http://link.deanza.edu/IVC12-1>
- IV.B.1-1 Board Policy 3100: <http://link.deanza.edu/IVB1-1>
- IV.B.1-2 Administrative Procedure 3100: <http://link.deanza.edu/IVB1-2>
- IV.D.1-4 Delineations of Functions: <http://link.deanza.edu/IVD1-4>

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

- IV.D.2.Q1 Does the district/system have a written delineation of responsibilities? Are institutional and district/system staff knowledgeable of this delineation?
- IV.D.2.Q2 Is the delineation of responsibilities evaluated for effectiveness?
- IV.D.2.Q3 What feedback mechanisms does the district/system have in place to provide assessment of the effectiveness of district/system services?

IV.D.2.Q4 Is the assessment of district/system services data driven? Does it reflect the needs and priorities of the institutions?

IV.D.2.Q5 Are district/system services regularly evaluated with regard to their support for institutional missions and functions?

Description

The Foothill-De Anza Community College District is organized in a manner that clearly delineates the operational responsibilities of the district from those of the colleges. This allows the chancellor to ensure that the colleges receive the services and support needed to achieve their missions.

In addition to the Chancellor's Office itself, the district supports the colleges through centralized departments of Business Services, Facilities, Human Resources and Educational Technology Services. The district also maintains a police department that provides law enforcement services on both campuses. These centralized operations allow the district to minimize costs, ensure consistency and avoid duplication of effort.

The district has developed a Delineations of Functions Map, which documents the responsibilities of the colleges and district in relation to accreditation standards, included on page 51 of this ISER (IV.D.1-4 Delineations of Functions: <http://link.deanza.edu/IVD1-4>). The document has been reviewed by both colleges and the Chancellor's Advisory Council and is published online (IV.D.2-1 CAC Meeting 10.14.16: <http://link.deanza.edu/IVD2-1>; IV.D.2-2 CAC Meeting 12.2.16: <http://link.deanza.edu/IVD2-2>). (IV.D.2.Q1)

The reviews by the Chancellor's Advisory Council and a board of trustees study session provided opportunities for discussion and input on the effectiveness of the delineations (IV.D.2-3 Board Agenda 8.29.16: <http://link.deanza.edu/IVD2-3>). (IV.D.2.Q2)

Feedback mechanisms are in place to assess the effectiveness of district services. Employees have the opportunity to provide feedback through occasional surveys, including a Human Resources survey in spring 2017 and recent accreditation surveys (I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>). In addition, the District Strategic Plan has metrics in place to evaluate each of its strategic priorities (IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>). The district's resource allocation cycle also provides opportunity for feedback into district processes (IV.D.2-4 Resource Allocation Cycle: <http://link.deanza.edu/IVD2-4>). (IV.D.2.Q3)

Assessment of district services is driven by data from surveys and the metrics used in the District Strategic Plan. The District Strategic Plan in particular shows that district services are aligned to meet the needs and priorities of the colleges, as the majority of district strategies are directly related to supporting specific college goals (IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>). (IV.D.2.Q4)

District services are evaluated with regard to their support for institutional missions. Each administrative unit conducts an annual Administrative Unit Review that assesses progress towards meeting goals related to the District Strategic Plan. The reviews are also used to set new goals, as well as setting new goals.

Other assessments include annual reports on risk management and environmental compliance services; the Measure C Citizens' Bond Oversight Committee annual report, which provides an independent assessment of the district's construction bond program; and surveys administered by Educational Technology Services and Facilities to determine user satisfaction with regard to help requests (IV.D.2-5 Risk Management Report: <http://link.deanza.edu/IVD2-5>; IV.D.2-6 Environmental Compliance: <http://link.deanza.edu/IVD2-6>; IV.D.2-7 Citizens Bond Oversight Report: <http://link.deanza.edu/IVD2-7>; I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>). (IV.D.2.Q5).

Evaluation

De Anza meets this standard. Through its delineations of functions map, the district has a written record of delegated responsibilities and this document is reviewed through the district governance process in order to ensure staff is aware of these responsibilities and have the opportunity to provide feedback. College accreditation surveys, the District Strategic Plan, and Resource Allocation Cycle also provide opportunities for data-driven assessment of district services. The District Strategic Plan, in particular, is aligned with college goals and priorities. Because the district's Administrative Unit Review process is aligned with the District Strategic Plan, there is an annual opportunity for district services to be evaluated in terms of supporting institutional missions and functions.

Evidence for Standard IV.D.2

- IV.D.1-4 Delineations of Functions: <http://link.deanza.edu/IVD1-4>
- IV.D.2-1 CAC Meeting 10.14.16: <http://link.deanza.edu/IVD2-1>
- IV.D.2-2 CAC Meeting 12.2.16: <http://link.deanza.edu/IVD2-2>
- IV.D.2-3 Board Agenda 8.29.16: <http://link.deanza.edu/IVD2-3>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- IV.D.2-4 Resource Allocation Cycle: <http://link.deanza.edu/IVD2-4>
- IV.D.2-5 Risk Management Report: <http://link.deanza.edu/IVD2-5>
- IV.D.2-6 Environmental Compliance: <http://link.deanza.edu/IVD2-6>
- IV.D.2-7 Citizens Bond Oversight Report: <http://link.deanza.edu/IVD2-7>

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

- IV.D.3.Q1 What is the district/system's method of distributing resources to its institutions? Is the district/system based in a realistic assessment of needs of each institution? Is it a fair process? Is it well-understood across the district/system?
- IV.D.3.Q2 Is the district/system's resource distribution method data-driven? Does it reflect the needs and priorities of the institutions?
- IV.D.3.Q3 What do the institution's most recent annual independent audit reports and audited financial statements reveal about control of expenditures?

Description

The Foothill-De Anza Community College District has policies and methods for distributing resources based on realistic and fair assessments of college and district needs. The process is well understood and documented on the district's website (IV.D.2-4 Resource Allocation Cycle: <http://link.deanza.edu/IVD2-4>).

Board policy directs the chancellor to “maintain fiscal planning processes that address short- and long-term education missions” of the colleges and district (III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>).

To ensure compliance with this policy, the district has been prudent in managing reserves and controlling its expenditures, which has allowed for effective operation and sustainability of the colleges during periods of fiscal instability at the state and national level. As noted in the district's recent fiscal self-assessment: “During difficult budget years, the district reduces ongoing expenditures and sets aside one-time funds (e.g., the stability fund) to bridge budgeted deficits. At the same time, the district revises ongoing revenue and expenditure estimates to reflect changes as anticipated” (IV.D.3-1 Fiscal Self-Assessment Checklist: <http://link.deanza.edu/IVD3-1>).

The district's funding process includes extensive review by district and college committees, to assure that allocations are fair and realistic. The districtwide Budget Advisory Committee, which advises the chancellor through the vice chancellor of Business Services, meets multiple times over the course of the year to discuss current and proposed budgets, resource allocation policies and strategic issues (III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>). Committee members include administrators, faculty, classified professionals and students from each college, as well as representatives of employee bargaining groups. The members report back to their constituencies, and the chair provides periodic reports to the Chancellor's Advisory Council. (IV.D.3.Q1)

District allocations are driven by data and budget principles that are applied fairly and consistently. The formula for allocating resources is based on the numbers of full-time equivalent students (FTES) at each campus. Historically and in recent years, De Anza College and Foothill College have consistently seen about a 60/40 split of FTES in the district. As a result, De Anza receives 60 percent of the total revenue allocated for both colleges, and Foothill receives 40 percent. The majority of the budget, composed of salaries, benefits and discretionary funds, also follows the 60/40 split. The allocation for full-time equivalent faculty (FTEF) is carefully analyzed each year to ensure that FTEF is allocated to each college on the basis of FTES.

Members of the District Budget Advisory Committee, Chancellor's Cabinet, College Council at De Anza and the equivalent Foothill review this process regularly. Further, each campus has a shared governance system that provides opportunities for faculty, classified professionals and administrators to participate in allocating resources to meet the needs and goals of the college. (IV.D.3.Q2)

The district's 2015-16 audit report was issued with a clean, unmodified opinion on the financial statements and for all state and federal compliance areas. The current and prior year audit reports signal a strong and sound financial operating and reporting environment consistent with other financial measures traditionally used to evaluate the control of

expenditures such as the annual budget performance and level of reserves (III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>) (IV.D.3.Q3).

One audit finding was noted in the report for “To be arranged” (TBA) courses at De Anza, and one management recommendation regarding accounts payable reporting at the district. The college provided a response to the finding and has implemented appropriate procedures to address how TBA courses and their related hours are captured and reported. The district has also identified a corrective action plan to remedy the accounts payable reporting exception.

Evaluation

De Anza meets this standard. The district has a resource allocation process in place that is college-centered and provides many opportunities for constituency review and feedback. This ensures a fair, well-understood process that is realistic in assessing the needs of each college and addressing their respective priorities. The most recent annual independent audit reports and audited financial statements show the district is in compliance with all state and federal regulations and is operating with a strong and sound financial operating environment.

Evidence for Standard IV.D.3

IV.D.2-4 Resource Allocation Cycle: <http://link.deanza.edu/IVD2-4>

III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>

IV.D.3-1 Fiscal Self-Assessment Checklist: <http://link.deanza.edu/IVD3-1>

III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>

III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

IV.D.4.Q1 What policies and practices demonstrate delegation of authority to college CEO’s that meets the criteria of the Standard?

Description

The chancellor has delegated full responsibility and authority to the college presidents to implement and administer delegated district policies without interference. This is done in accordance with board policy for delegation of authority and organizational structure (IV.C.12-1 Board Policy 2430: <http://link.deanza.edu/IVC12-1>; IV.B.1-1 Board Policy 3100: <http://link.deanza.edu/IVB1-1>). Specifically, board policy states, “The chancellor may delegate any powers and duties entrusted to him/her by the board including the

administration of each college and center, but he/she will be specifically responsible to the board for the execution of such delegated powers and duties.” (IV.D.4.Q1)

Under these policies, the college president is authorized to implement delegated district policies without interference. For example, although the board of trustees retains ultimate authority in approving employment, the president is charged through board policy with the primary responsibility for selecting college administrative personnel (III.A.12-1 Board Policy 4130: <http://link.deanza.edu/IIIA12-1>). Selection committees for college administrator positions are chaired by the president following the initial search, and the president has the authority to make the final decision on the candidate forwarded to the chancellor for recommendation to the board (III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>). The chancellor does not sit on selection committees for college administrator positions and does not influence the selection process.

The development of Student Equity Plans is another example of the college presidents’ independent authority to implement delegated district policies. While board policy holds the chancellor responsible for ensuring that each college establishes and implements a plan pursuant to state regulations, the chancellor through administrative procedure authorize the college presidents to develop and execute a plan designed to meet the specific needs of the college’s student population (IV.D.4-1 Board Policy 5300: <http://link.deanza.edu/IVD4-1>).

The college presidents are held accountable through regular meetings with the chancellor and a comprehensive annual performance evaluation that involves the setting of goals and objectives, mid-year review, self-evaluation and a formal evaluation of key position responsibilities and progress in meeting goals. Additionally, every third year, input into the president’s evaluation is sought from faculty members, administrators, staff, students and community members (III.A.5-2 Administrative Performance Appraisal: <http://link.deanza.edu/IIIA5-2>)

Evaluation

De Anza meets the standard. Under district policy, the chancellor delegates responsibility to the college president for implementing policies without interference, while holding the president accountable for the operations of the college.

Evidence for Standard IV.D.4

IV.C.12-1 Board Policy 2430: <http://link.deanza.edu/IVC12-1>

IV.B.1-1 Board Policy 3100: <http://link.deanza.edu/IVB1-1>

III.A.12-1 Board Policy 4130: <http://link.deanza.edu/IIIA12-1>

III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>

IV.D.4-1 Board Policy 5300: <http://link.deanza.edu/IVD4-1>

III.A.5-2 Administrative Performance Appraisal: <http://link.deanza.edu/IIIA5-2>

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

IV.D.5.Q1 How are planning and evaluation integrated between district/system and the colleges?

IV.D.5.Q2 How do the district/system and the colleges determine the effectiveness of the integrated planning?

Description

The colleges and the district have integrated their planning and evaluation processes, through a coordinated cycle for development of the colleges' Educational Master Plans and the District Strategic Plan, which allows each process to inform the other (IV.D.5-1 Planning Cycle: <http://link.deanza.edu/IVD5-1>).

The District Strategic Plan integrates both college and district goals to achieve the mission of the district (IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>). The district Facilities Master Plan, which incorporates plans for both colleges, was developed through a yearlong collaborative effort that involved participation from across the district (I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>). Recommendations in the plan are linked to goals and initiatives in the District Strategic Plan, which in turn, is linked to the college Educational Master Plans and the district's sustainability and technology plans.

The District Technology Plan is being developed and will be vetted through the Educational Technology Advisory Committee (ETAC), a participatory governance committee with membership from both colleges, following the development of college technology plans. (IV.D.5.Q1)

The colleges and the district determine the effectiveness of their integrated planning processes by incorporating outcome metrics in their respective planning documents. For example, the strategies in the District Strategic Plan, which are aligned with articulated college goals, each have specific metrics by which they can be evaluated (IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>). (IV.D.5.Q2)

Evaluation

De Anza meets this standard. The college and the district have developed a coordinated process for planning and evaluation, allowing each to inform the other. The District Strategic Plan demonstrates that district strategic priorities are aligned with the needs of the colleges. Effectiveness of the planning process is determined through the outcome metrics associated with the primary institutional planning documents.

Evidence for Standard IV.D.5

IV.D.5-1 Planning Cycle: <http://link.deanza.edu/IVD5-1>

IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>

I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

IV.D.6.Q1 What methods of working jointly do the district/system and institutions use?

IV.D.6.Q2 Do these methods result in clear and timely communications in all directions?

IV.D.6.Q3 Are the institutions well informed about district/system issues, governing board actions and interests that have an impact on operations, educational quality, stability or ability to provide high quality education?

Description

The Foothill-De Anza Community College District and its colleges communicate in a way that is timely, accurate and ensures effective operations.

To work jointly with the colleges, the district has developed a system of shared governance and participatory leadership (IV.D.6-1 Participatory Governance: <http://link.deanza.edu/IVD6-1>). Administrators, faculty and staff share responsibility to provide input to the vision and administration of the district, including its key goals and objectives, operational policies and procedures, and execution of its mission.

The shared governance system provides multiple pathways for information to flow between the colleges and the district and between major constituencies on each campus. A primary example is the Chancellor's Advisory Council (CAC), which includes the chancellor, college presidents, vice chancellors, leaders of the Academic and Classified senates, employee groups and student organizations (IV.B.5-1 Chancellor's Advisory Council: <http://link.deanza.edu/IVB5-1>).

Reporting to CAC are four districtwide committees that focus on district services, with members drawn from the major constituencies on each campus (III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>; IV.D.6-2 HR Advisory Committee: <http://link.deanza.edu/IVD6-2>; IV.D.6-3 Diversity and Equity Advisory Committee: <http://link.deanza.edu/IVD6-3>; III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>).

In addition, each college has shared governance groups that meet regularly and participate in developing planning documents, including the Educational Master Plan, with which the District Strategic Plan integrates, and other documents (I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>; I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>; IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>). (IV.D.6.Q1)

These committees meet regularly to facilitate timely communication, and members are expected to share information with their respective campus constituency groups. The Chancellor's Cabinet and meetings of administrators and supervisors also support the flow of information critical to decision making and effectiveness. Communication is further enhanced by frequent emails and other messages from the chancellor and presidents, the board of trustees' meeting newsletter, Opening Day activities and other districtwide meetings (IV.D.6-4 Chancellor's Messages: <http://link.deanza.edu/IVD6-4>; IV.D.6-5 Board Highlights: <http://link.deanza.edu/IVD6-5>; IV.D.6-6 District Spring Convocation: <http://link.deanza.edu/IVD6-6>). (IV.D.6.Q2)

These systems ensure clear and timely communication in all directions, keeping the district and colleges informed about issues that have an impact on operations, educational quality, stability or ability to provide high quality education. (IV.D.6.Q3)

Evaluation

De Anza meets the standard. The district organizes itself in a participatory governance structure to work jointly, which relies on the efforts of constituency group representatives to solicit and report feedback on district plans and policies. This structure also provides opportunities for clear and timely communication to address any issues related to operations, educational quality, stability or ability to provide high quality education.

Evidence for Standard IV.D.6

- IV.D.6-1 Participatory Governance: <http://link.deanza.edu/IVD6-1>
- IV.B.5-1 Chancellor's Advisory Council: <http://link.deanza.edu/IVB5-1>
- III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>
- IV.D.6-2 HR Advisory Committee: <http://link.deanza.edu/IVD6-2>
- IV.D.6-3 Diversity and Equity Advisory Committee: <http://link.deanza.edu/IVD6-3>
- III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- IV.D.6-4 Chancellor's Messages: <http://link.deanza.edu/IVD6-4>
- IV.D.6-5 Board Highlights: <http://link.deanza.edu/IVD6-5>
- IV.D.6-6 District Spring Convocation: <http://link.deanza.edu/IVD6-6>

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

- IV.D.7.Q1 What are the district/system's methods for evaluating its effectiveness?
- IV.D.7.Q2 Does it conduct regular assessments? How does it communicate the results?
- IV.D.7.Q3 What changes/improvements have been made as a result of these evaluations?

Description

The district has multiple mechanisms for evaluating its operations, governance and effectiveness in helping colleges meet their educational goals.

District and college role delineations were evaluated and documented in a graphic illustration that was developed in consultation with the colleges (IV.D.1-4 Delineations of Functions: <http://link.deanza.edu/IVD1-4>).

The District Strategic Plan has metrics in place to evaluate each of its strategic priorities as they relate to college goals (IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>).

Employee surveys at each college also provide opportunities for feedback on services and governance (I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>).

In addition, each district administrative unit conducts an annual Administrative Unit Review, which is used both to assess progress toward goals related to the District Strategic Plan and to set new goals.

By district policy, the chancellor also evaluates institutional planning as it relates to key documents such as the Educational Master Plans and Student Success and Support Program Plans developed by the colleges (IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>) (IV.D.7.Q1).

These assessments are made conducted regularly and results are communicated through district participatory governance groups and reports to the board of trustees. When appropriate, they are also made available for public viewing on the college and district websites. (IV.D.7.Q2).

A number of changes and improvements have resulted from these evaluations. The metrics in the District Strategic Plan show the chancellor's commitment to ensure that evaluative evidence serves as a basis for improvement (IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>). For example, the plan identifies college goals related to governance that were derived from the Educational Master Plans.

- College Goal 7.1: Broaden employee participation in leadership and professional development activities that engages them with the college and the community
- College Goal 7.2: Promote consistent and clear communication in order to create a more informed, cohesive, and engaged community.”

The college governance goals prompted the district to define a goal that would support college efforts by increasing “collegiality, partnership, and sense of community with the two colleges and central services.” Strategies were then developed to drive the district to achieve the goal:

- District Strategy 7.1: Continually evaluate the district governance process
- District Strategy 7.2: Provide opportunities for constituency feedback at all district governance meetings
- District Strategy 7.3: Increase number of partner based workgroups and initiatives at the district that involve participation from colleges and central services

- District Strategy 7.4: Increase communication from the district to the colleges regarding governance
- District Strategy 7.5: Provide employees with training about shared governance in the onboarding process.

Metrics related to the strategies were also included to measure progress over time. The chancellor also committed to an objective to support the strategies in the 2016-17 Chancellor's Office Administrative Unit Review (IV.D.7-1 Chancellor's Administrative Unit Review: <http://link.deanza.edu/IVD7-1>).

Other districtwide committees have also made changes to improve effectiveness, in response to evaluation findings. The District Diversity and Equity Advisory Committee evaluated its membership, the employment application diversity prompt, and requirement for official transcripts at the time of application. The committee recommended changes to the Chancellor's Advisory Council that were approved on April 15, 2016 (IV.D.7-2 CAC Meeting Summary 4.15.16: <http://link.deanza.edu/IVD7-2>).

The Educational Technology Advisory Committee (ETAC) also evaluated its vision, mission, and membership and made a recommendation for changes to improve effectiveness that was approved by the Chancellor's Advisory Council on March 20, 2015 (IV.D.7-3 CAC Meeting Summary 3.20.15: <http://link.deanza.edu/IVD7-3>). (IV.D.7.Q3)

Evaluation

De Anza meets the standard. The district has multiple methods in place to evaluate the delineation of roles, governance, and effectiveness in assisting the colleges with their goals for student achievement. Assessment results are shared widely and have been used to make improvements.

Evidence for Standard IV.D.7

- IV.D.1-4 Delineations of Functions: <http://link.deanza.edu/IVD1-4>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- IV.D.7-1 Chancellor's Administrative Unit Review: <http://link.deanza.edu/IVD7-1>
- IV.D.7-2 CAC Meeting Summary 4.15.16: <http://link.deanza.edu/IVD7-2>
- IV.D.7-3 CAC Meeting Summary 3.20.15: <http://link.deanza.edu/IVD7-3>





RESPONSES TO RECOMMENDATIONS



Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

De Anza College has, as part of its ongoing quality assurance activities, adequately addressed the recommendations of the ACCJC External Evaluation Team from the site visit in October 2011 and a follow-up visit in October 2012. The college has sustained compliance with the Eligibility Requirements and Accreditation Standards cited within each recommendation.

The college submitted a 2012 follow-up report that described how its mission statement clearly defines the students it serves, along with steps being taken to assess the planning process and progress on meeting proficiency in Student Learning Outcomes (SLO), Student Services Learning Outcomes (SSLO) and Administrative Unit Outcomes (AUO).

The campus visit for the 2012 follow-up report verified that the college had adequately responded to the Commission's recommendations regarding the Six-Year Planning and Resource Allocation Model and SLO, SSLO and AUO proficiency. However, a 2013 follow-up report was required to address the one outstanding recommendation concerning the mission statement. The 2013 follow-up report reiterated and presented evidence that the mission statement clearly defines the student population that De Anza serves. The Commission responded to that 2013 follow-up report by concluding the college had adequately responded to all three recommendations from the 2011 comprehensive site visit.

In 2014, De Anza was required to submit a 2014 mid-term report as part of the Commission's regular accreditation timetable. That report affirmed the college's sustained efforts in upholding its mission, its commitment to an integrated planning and resource allocation process, and continued proficiency around SLOs, SSLOs and AUOs. The Commission accepted the report.

Recommendation 1: To meet the standard, the team recommends that the college mission statement clearly identify the intended student population for whom the college will provide programs and services (Standards I.A, I.A.1).

In its report on the follow-up site visit, the team stated: "De Anza College provided evidence that the institution has a clearly identified plan for reviewing the mission statement that includes an examination of the intended student population to be served by its programs and services. The team concluded that the college has met the requirements of this recommendation" (Report on 2012 Follow-up Visit: <http://link.deanza.edu/RESP-1>).

Since the follow-up visit, the College reviewed its mission statement in spring 2014, as part of the Six-Year Planning and Resource Allocation Model process. After extensive discussion about what a De Anza graduate needs to be successful, the college updated its mission statement.

The statement retains the core of the previous mission statement and incorporates new language, which uniquely defines De Anza, as part of the Institutional Core Competencies. The updated mission statement clearly articulates student learning goals and outcomes and the importance of civic engagement to democracy. It emphasizes success for every student in multiple areas of intellectual, personal and social development and competence.

The mission statement distills the results of strategic planning initiated in 2005 and continued in 2015, which updated the four strategic planning institutional initiatives to include Outreach, Individualized Attention to Student Retention and Success, Equity, and Community and Civic Engagement. In addition, De Anza reaffirmed and strengthened its commitment to equity within its Educational Master Plan 2015-2016, which was developed with an equity framework.

Recommendation 2: In order to fully meet the standards, the team recommends that the college systematically evaluate the newly implemented integrated planning, assessment and resource allocation model. The model should also be evaluated for its effectiveness in improving programs, services and student learning. At the appropriate point in the cycle, the college should then assess its evaluation processes (Standards I.B.3, I.B.4, I.B.6, I.B.7, III.A.6, III.B.2.b, III.C.2 and III.D.1.a).

As a result of the follow-up site visit, the team stated: “Observations and analysis of the evidence indicate that De Anza College is engaged in ongoing, outcomes-based planning, assessment and resource allocation. The institution has developed, and piloted for the first time in 2011-12, a formal annual governance assessment process that allows for the evaluation of its governance processes, including the groups that are part of planning, assessment, and resource allocation. The assessment will broaden in spring 2012, asking all governance committee members to participate. The team concluded that the college has met the requirements of this recommendation.”

Stemming from this recommendation, the CPC developed an annual governance assessment survey that was administered in spring 2012, 2013 and 2014 (Governance Assessment Survey: <http://link.deanza.edu/RESP-2>). The survey asked all shared governance groups to report on their accomplishments for the year and their goals moving forward. The information was included in the Educational Master Plan update each year.

Upon review of this cycle, the CPC determined and College Council approved a change to this reflection process. In spring 2016, each shared governance group was asked to reflect on their process through two targeted questions:

1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our mission, Institutional Core Competencies and commitment to equity?
2. Reflecting on your governance group’s processes and practices over the past year, please identify what has been working and what changes you plan to implement over the next academic year to ensure continuous improvement?

The results of the reflection questions are included in the annual Educational Master Plan Update (Educational Master Plan Update, Fall 2016: <http://link.deanza.edu/RESP-3>). The survey was again sent out to the shared governance groups in spring 2017.

Recommendation 3: To meet the standard at the level of proficiency by 2012, the team recommends that the college accelerate the implementation of the SLO, SSLO, and AUP assessment cycles at the course, program and institutional levels. The college should assess the effectiveness of these processes aimed at improving programs, services and student

learning. Additionally, the college is reminded that the standard requires institutions to include “effectiveness in producing learning outcomes” in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes (Standard II.A.1.a, II.A.1.c, II.A.2.b, II.A.2.f, II.A.2.h, II.A.2.i, and III.A.1.c).

In its report on the follow-up site visit, the team stated: “Administration, faculty, staff and students have demonstrated a common understanding of the plans for completion of the SLO, SSLO, and AUO requirement as part of its six-year planning cycle. Outcome statements, assessment, and improvements are critical elements in the program review and resource allocation processes for the college. College leaders have stated that the college is intentional in establishing policies and processes that are sustainable. The college provided evidence that it has accelerated its efforts to reach proficiency towards the implementation of the SLO, SSLO and AUO assessment cycles at the course, program and degree levels. The team found evidence that the college is at the proficiency level for SLOs and is on track to be at the proficiency level for SSLOs and AUOs. The team concluded that the college has met the requirements of this recommendation.”

Since the follow-up visit, De Anza has remained committed to sustaining SLO work at all levels. All courses, programs, certificates and degrees are subject to robust and continuous evaluation – where this evaluation is intended to culminate in development, revision and enhancement – through a growing set of institutional processes and policies. These processes and policies are themselves subject to evaluation, yielding a sustainable system of evaluation for identifying and promoting best practices across the college.

De Anza’s outcomes assessment process targets specific learning outcomes for instruction at the course level, program level and institutional level (Student Learning Outcomes: <http://link.deanza.edu/RESP-4>; Sample Course Student Learning Outcomes: <http://link.deanza.edu/RESP-5>; Sample Program Level Outcomes: <http://link.deanza.edu/RESP-6>; Institutional Core Competencies Assessment: <http://link.deanza.edu/RESP-7>). Assessments of learning outcomes are incorporated into institutional decision-making through the ongoing program review process, with assessment results playing an explicit justificatory role (Student Learning Outcomes and Program Review: <http://link.deanza.edu/RESP-8>). (I.B.2.Q1)

Learning outcomes are established for all courses, programs, certificates and degrees, including non-credit programs (Learning Outcome Statements: <http://link.deanza.edu/RESP-9>). Assessment methods are also in place for these learning outcomes, and are recorded in the TracDat system (Public View of TracDat Data, user name [public], password [view]: <http://link.deanza.edu/RESP-10>).

De Anza has implemented extensive processes and policies for defining and assessing Student Learning Outcomes at the course, program and institutional level. The college uses disaggregated data to analyze student learning. Courses are evaluated at least once every five years. Programs, certificates and degrees are evaluated on a six-year cycle. These assessments lead to action items for the planning and budget teams and are used in revising curricula. Assessments produce a variety of enhancements to courses and services, as shown in the TracDat system. Courses and programs offered online are subject to the same standards for evaluation as their face-to-face counterparts. This has led to improved student success rates overall.

Student learning and support services are regularly assessed via the same outcomes assessment mechanisms applied to instruction. All service programs have outcome statements that are subject to an assessment cycle at least once every five years. Statements, assessment methods, and results are recorded in the TracDat system (Public View of TracDat Data, user name [public], password [view]: <http://link.deanza.edu/RESP-10>).

Results are also incorporated into the program review process, in this case overseen by the Student Services Planning and Budget Team (Student Services Planning and Budget Team Program Review: <http://link.deanza.edu/RESP-11>). Results of program assessment may inform resource allocation decisions, along with growth or reduction plans.



QUALITY FOCUS ESSAY





Quality Focus Essay

Introduction

De Anza College's Quality Focus Essay (QFE) is developed from the Institutional Self-Evaluation Report (ISER). It provides the college with an opportunity to delve more deeply into areas of improvement that are aligned with the mission in order to have a greater impact on student outcomes.

Topics for the QFE were identified by the Accreditation Steering Committee, which evolved from the standing College Planning Committee (CPC) for the ISER preparation period and which includes representatives from all campus constituencies. The committee met to review the action plans identified in the self-evaluation report and to develop potential action projects for the QFE.

During this self-evaluation process, De Anza College reflected on its mission and Educational Master Plan (EMP), as well as its long-standing commitment to equity and to serving students from historically underrepresented populations. This enabled the college to identify plans and projects to help fulfill the mission and improve student learning and achievement. Through deep and reflective discussion, the steering committee identified two major themes for action projects: continuing the college's commitment to equity, and enhancing integrated planning and communication. The selected projects focus on areas that support long-term improvements over a seven-year period.

This QFE begins with a review of De Anza's equity goals and a discussion of other Institutional Metrics, followed by a summary of the action plans listed in the Institutional Self-Evaluation Report. The QFE then explains the process that led to identifying projects and lists steps the college will take to complete each project, including timelines, responsible parties and any needed resources. Lastly, this essay includes a plan for evaluating the outcomes and effectiveness of the projects.

De Anza's Equity Goals

De Anza first identified its Institutional Metrics in the Educational Master Plan 2010-2015. The college reaffirmed these metrics, along with some additions, in the Educational Master Plan 2015-2020. De Anza has committed to achieving the following equity metrics by 2020:

- Targeted groups will persist at a rate within 5 percent of all other groups (Student Success Scorecard metric).
- There will be a difference of no more than 5 percentage points between the annual course completion rate for targeted groups and the rate for all other groups (Institutional Effectiveness Partnership Initiative indicator).

Within the Educational Master Plan process, the college also decided to adopt an Equity-Driven Systems Change Model for creating an equity-driven institution, through such processes as reflection and continued improvement. The college used this model to develop a rubric for evaluating its organizational policies and practices, student learning and outcomes, organizational and professional development, community and civic engagement, as well as the sustainability of institutional equity.

In addition to establishing equity goals, the college identified six Institutional Metrics that require additional attention. Through its annual review, the College Planning Committee (CPC) determined in 2016-17 that De Anza should make further progress toward achieving the master plan goal for these six metrics by 2020:

Basic Skills

- The Basic Skills English course sequence completion rate will be 77 percent.
- The Basic Skills Math sequence completion rate will be 57 percent.
- The Basic Skills English as a Second Language (ESL) sequence completion rate will be 50 percent.

Civic Engagement

- Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall.

Career Technical Education

- Fifty-seven percent of students who were enrollment in a career technical education program will be employed full time, one year after leaving De Anza College.

Funding

- The annual FTES enrollment will increase to 20,000.

The CPC brought these metrics to College Council, which asked the Academic Senate to work with the college community to meet the stated goals by 2020. Since fall 2016, the Academic Senate leadership has been working with the English, Math and ESL departments, Enrollment Advisory Team, the Vasconcellos Institute for Democracy in Action (VIDA) and the Equity Action Council (EAC) to develop a plan and timeline for this effort.

These six metrics – directly linked to the college’s mission and planning processes – will continue to serve as the college’s targeted metrics within this QFE.

Institutional Self-Evaluation – Action Plans

The following action plans represent strategies for improving outcomes that were identified in the institutional self-evaluation.

1. Work toward achieving the six identified institutional metrics in order to meet the Education Master Plan goal by 2020. (Standard I.B.3)
 - In 2016, College Council asked the Academic Senate to take the lead in addressing six institutional metrics that it seemed the college may not meet by 2020. The Academic Senate has identified key stakeholders to develop plans for improving performance on these metrics, including steps for implementation, monitoring and assessment of improvement efforts. The stakeholders will present their plans to College Council and provide a quarterly status report.

2. Increase training for institutional planning, program review and resource allocations. (Standard III.A.14)
 - Work with the Office of Professional Development and the planning and budget teams to provide faculty and staff members with training and information about the institutional planning process, with the goals of improving their understanding and increasing engagement in the process.
3. Continue the college's commitment to Student Learning Outcomes work at all levels: Student Learning Outcomes (SLO), Student Services Learning Outcomes (SSLO), Administrative Unit Outcomes (AUO), Program Level Outcomes (PLO) and Institutional Learning Outcomes (ILO). (Standard I.B.2)
 - Make the data submission process easier through steps such as encouraging use of the "Assignments" feature in the TracDat system.
 - More closely align assessment requirements with the five-year curriculum review process, to ensure consistent and ongoing assessment work.
 - Work with the TracDat developer to improve reports generated by the system.
 - Promote the need for ongoing assessment cycles through regularly scheduled workshops in conjunction with the Office of Professional Development, as well as Opening Day activities and workshops, weekly "drop-in help" office hours for faculty, and the annual convocation.
4. Continue to advance the college's commitment to equity (Standard I.B.2)
 - Develop and better integrate programs and services that directly address issues of equity among our students and within our institution, through collaboration between the offices of Instruction and Student Services.
5. Improve the dissemination of information from the planning and budget teams (PBTs) to the campus community. (Standard IV.A.5)
 - Under the direction of College Council, the College Planning Committee will lead an assessment of how information is currently being disseminated and accessed by various groups.
 - Identify ways to improve communication before and after proposed changes take place, as well as communication about how changes will impact other areas.
6. Improve coordination between the PBTs. (Standard I.B.9)
 - Improve integration between the PBTs on matters such as resource allocation and hiring, so as to have a college-driven process in which members of College Council provide leadership and guidance as opposed to merely receiving information. This is aimed at helping the campus community better understand how factors such as hiring, reductions and program viability affect the college as a whole. College Council will serve as the lead for integration and ask for a status update from the PBTs at each meeting to increase the sharing and discussion of information.

Identification of Action Projects

De Anza College's Accreditation Steering Committee met monthly during the ISER preparation period to review progress and to work on the standards it had been assigned to evaluate. In winter 2017, two themes emerged from the action plans identified in the self-evaluation report. These themes are linked to multiple standards and are deeply rooted in long-standing work at the college.

After discussion by the committee, the members agreed to share the themes with the constituency groups they represent. The themes were then presented to the board of trustees at its February 2017 study session. The steering committee took responsibility for drafting the QFE, which, together with the full report, were presented to shared governance groups for dialogue and feedback in spring 2017.

The final draft of the QFE incorporates feedback from the Academic Senate, Classified Senate, Instructional Planning and Budget Team (IPBT), Student Services Planning and Budget Team (SSPBT), Finance and College Operations Planning and Budget Team (FCOPBT), Equity Action Council (EAC) and College Council. The Academic Senate and College Council approved the final draft in May 2017.

The table below identifies the links between QFE themes, action plans and the accreditation standards.

QFE Theme	Action Plans	Standards
Student Equity	1, 4	Standard I.B.3, Standard I.B.2
Integrated Planning and Communication	2, 3, 5, 6	Standard III.A.14, Standard I.B.2, Standard IV.A.5, Standard I.B.9

The two action projects that De Anza College identified are outlined in detail below.

Action Project 1: Student Equity

Goal: Create a collegewide vision for reaching equitable outcomes for all student groups and a plan to achieve this vision.

A collegewide vision for student equity will enable the college to focus its efforts in one direction with a clear plan for achieving its goal. The plan would include a holistic assessment of current practices and policies, a review of what works nationally in order to implement locally, and a collegewide commitment to the vision. Specific implementation activities are listed in the table below.

Desired Outcome	Action Steps	Timeline	Responsible Groups/Individual
Promotion of equity vision	Assist and support the president, who has primary responsibility for promoting the collegewide vision.	2017-18	Senior staff
Continued development of Equity Plans	Continue to support development and implementation of department and division Equity Plan goals.	2017-18	Deans, chairs, Equity Office
Assessment of equity work	Assess equity plans to determine which prototypes are achieving Institutional Metric goals; determine which should be enhanced or supported with equity funding.	2018-19	Equity Office
Assessment of equity work nationally	Conduct a review of equity practices nationally to identify effective strategies for De Anza	2018-19	Equity Office
Equity Plans linked to program review	Incorporate the department equity action plans into the Annual Program Review Update (APRU) form used by PBTs.	2018-19	PBT chairs
SLO work linked to Equity Plans	Encourage integration of program SLOs, SSLOs and AUOs with equity plan goals so more assessments are linked to an equity component, such as the Institutional Core Competency of Civic Capacity for Global, Cultural, Social and Environmental Justice.	2018-19	SLO Steering Committee, Equity Office
More time available for equity work	Hold an Equity Flex Day at which departments and divisions have time for dialogue about playing a key part in advancing the vision of equity and achieving the college's goals.	2018-19	Office of Instruction, Equity Office
Integration of planning and equity work	Integrate current equity metrics into those tracked for the QFE action project, while linking that integration to all planning documents.	2016-17	Accreditation Steering Committee
Advancement of equity vision	Continue to promote this vision on a regular basis.	2017-18	President
Integration of planning and equity work	Integrate a seven-year equity planning cycle into the college planning calendar. Have each department and service area develop a plan – with activities, responsible parties and timelines – for how their area will help achieve this goal in the next seven years.	2018-19	College Planning Committee, all departments and service areas

Expansion of programs that work to close the equity gap	Continue to assess the First Year Support cohort program and its preliminary success. Evaluate the feasibility of expanding the program and assess what resources are needed, such as personnel, facilities, leadership and funding.	2017-18	Outreach Office
Expansion of programs that work to close the equity gap	Define the elements of each program that are closing the equity gap and identify which populations are having more success. Allocate resources to programs that are closing the gap.	2018-19	College community as a whole
Achievement of equity goals	Continue to work with designated departments on strategies for meeting the institutional metric of closing the achievement gap by 2020. Monitor and continue the work that the Academic Senate is already supporting.	2017-18	Academic Senate, English, ESL, Reading and Math departments

Action Project 2: Integrated Planning and Communication

Goal: Develop better integration between the planning and budget teams.

By increasing integration between the planning and budget teams, the college will increase opportunities for cross-campus dialogue about resource allocations, hiring, program viability, Student Learning Outcomes assessment and other important issues. Better integration will produce greater transparency, make processes more effective and ultimately contribute to better student outcomes. Implementation activities in support of the project are listed below.

Desired Outcome	Action Steps	Timeline	Responsible Groups/ Individual
Better understanding of current planning processes within the PBTs	Conduct a needs assessment to identify strengths and weaknesses of the integrated planning process.	2017-18	President, Institutional Research office
Improved coordination between PBTs	Schedule joint meetings of PBT committees annually. Identify a lead responsible for establishing the agenda and calendaring the meeting.	2017-18	PBT chairs
Improved interaction between shared governance groups	Develop guidelines for increasing PBTs' involvement and communication with other shared governance committees.	2017-18	PBT chairs

Improved alignment of the program review process	Align timelines and cycles for all PBTs. Each PBT will maintain their own program review form, but work toward integrating overarching goals such as student equity and success.	2018-19	PBT chairs, College Council
Increased visibility of hiring processes	Establish channels for sharing information about hiring processes so each PBT has better understanding of hiring by other PBTs. Establish similar criteria for ranking positions across the PBTs. Criteria may include a link to Student Learning Outcomes (SLOs) and evaluation of SLOs. Establish a rubric that is used for deciding on the positions.	2018-19	PBT leadership, College Council
Sustained links between planning and SLO work	Ensure that all PBTs integrate APRUs to Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs), Administrative Unit Outcomes (AUOs).	2018-19	PBT leadership, SLO Committee
Streamlined reporting structure	Ensure that all PBTs complete the APRU and Comprehensive Program Review (CPR) in TracDat.	2017-18	PBT leadership, SLO Committee
Increased communication and dissemination of information	Establish a process at College Council by which representatives from each PBT report on activities monthly.	2017-18	PBT leadership, College Council
Standardized program review process for resource requests	Carry out an evaluation by the College Planning Committee of which departments, divisions and offices complete learning outcomes and program review, to determine if any areas have been left out and should be included.	2017-18	College Planning Committee, College Council
Increased communication and dissemination of information	Launch assessment by College Planning Committee of how much campus stakeholders understand the planning and resource allocation process, and tailor trainings around their needs.	2017-18	College Planning Committee, College Council
Increased communication and dissemination of information	Launch assessment by College Planning Committee of how information about planning and resource allocation is disseminated, with the goal of understanding what information is being shared, what information the college community wants, and what the best channels are for sharing the information.	2017-18	College Planning Committee, College Council

Assessment of Action Projects

De Anza College will annually evaluate its progress in meeting the goals of the QFE, as well as its progress in meeting goals and timeline for the Action Projects. The college will assess the effectiveness of the plans, timeline, responsible parties and outcomes. To ensure the action plans are carried out, they will be embedded in existing college processes for program review and institutional planning. The CPC will be responsible for annually reviewing the QFE goals in connection with De Anza's institutional metrics and the Educational Master Plan. The CPC will use the college's equity-driven change model and rubric as part of this assessment process.

Resources

The college will use existing human, technological, physical and financial resources to meet the goals outlined in the QFE. Funding from the state's Student Equity program, the Student Success and Support Program (SSSP), the Basic Skills Initiative (BSI) and the Adult Education Block Grant will be allocated to this purpose when available and appropriate.

Sample Timeline and Process for Annually Assessing the Quality Focus Essay

September: The accreditation liaison officer will convene the College Planning Committee to develop a process for gathering feedback from the governance groups responsible for implementing the plan, and for reviewing the work each fall to produce a progress report. The college president will reemphasize his vision and De Anza's commitment to these projects, at the beginning of each academic year. Responsible parties identified in the QFE will ensure that plans are in place and moving forward.

October-November: The College Planning Committee and Office of Institutional Research and Planning will compile information on De Anza's progress toward meeting the stated goals. The CPC will monitor achievement of the goals against the established timeline. If goals are not being met, the CPC will report this information to College Council, which will determine the best way to proceed.

December: The college president will provide a progress report to College Council.

January-February: The College Planning Committee and Institutional Research office will summarize all feedback and produce a report on the results. The report will be shared with College Council to determine if De Anza is on track to meet its goals.

March-April: The College Planning Committee and relevant governance groups will assess the findings and recommend improvements as well as strategies for continuous improvement.

May-June: Responsible parties will determine how to implement plans for the following year, so as to continue progress and meet the goals.



APPENDIX



Appendix: Evidence for Standards

Standard I.A.1

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.1-2 Institutional Core Competencies: <http://link.deanza.edu/IA1-2>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.A.1-4 CPC Minutes 10.3.13: <http://link.deanza.edu/IA1-4>
- I.A.1-5 CPC Minutes 2.13.14: <http://link.deanza.edu/IA1-5>
- I.A.1-6 CPC Minutes 2.27.14: <http://link.deanza.edu/IA1-6>
- I.A.1-7 CPC Minutes 5.2.14: <http://link.deanza.edu/IA1-7>
- I.A.1-8 Academic Senate Minutes 6.2.14: <http://link.deanza.edu/IA1-8>
- I.A.1-9 IPBT APRU Form: <http://link.deanza.edu/IA1-9>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- I.A.1-11 RP Success Factors: <http://link.deanza.edu/IA1-11>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.A.1-13 F2F Online Compare: <http://link.deanza.edu/IA1-13>

Standard I.A.2

- I.A.2-1 CC Minutes 6.11.15: <http://link.deanza.edu/IA2-1>
- I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>
- I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- I.A.2-6 Student Equity Plan: <http://link.deanza.edu/IA2-6>
- I.A.2-7 Governance Reflection: <http://link.deanza.edu/IA2-7>
- I.A.2-8 Scorecard Presentation: <http://link.deanza.edu/IA2-8>
- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>
- I.A.2-10 Civic Capacity ICC: <http://link.deanza.edu/IA2-10>
- I.A.2-11 2015 Convocation: <http://link.deanza.edu/IA2-11>
- I.A.2-12 CCSSE ICCs: <http://link.deanza.edu/IA2-12>
- I.A.2-13 Accreditation ICCs: <http://link.deanza.edu/IA2-13>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>

Standard I.A.3

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.3-1 Men of Color Community: <http://link.deanza.edu/IA3-1>

- I.A.3-2 REACH: <http://link.deanza.edu/IA3-2>
- I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>
- I.A.3-4 Office of Equity: <http://link.deanza.edu/IA3-4>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.A.3-7 CC Minutes 10.22.15: <http://link.deanza.edu/IA3-7>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- I.A.2-6 Student Equity Plan: <http://link.deanza.edu/IA2-6>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>

Standard I.A.4

- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.A.4-1 CC Minutes 6.12.14: <http://link.deanza.edu/IA4-1>
- I.A.4-2 Board Minutes 8.25.14: <http://link.deanza.edu/IA4-2>
- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>
- I.A.2-12 CCSSE ICCs: <http://link.deanza.edu/IA2-12>
- I.A.2-13 Accreditation ICCs: <http://link.deanza.edu/IA2-13>
- I.A.1-13 F2F Online Compare: <http://link.deanza.edu/IA1-13>

Standard I.B.1

- I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>
- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- I.B.1-3 Board Policy 2224: <http://link.deanza.edu/IB1-3>
- I.B.1-4 Board Policy 2230: <http://link.deanza.edu/IB1-4>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.B.1-6 TracDat: <http://link.deanza.edu/IB1-6>
- I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>
- I.B.1-8 Accreditation: <http://link.deanza.edu/IB1-8>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>

Standard I.B.2

- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-2 Sample Course SLO: <http://link.deanza.edu/IB2-2>
- I.B.2-3 Sample PLO: <http://link.deanza.edu/IB2-3>
- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>

I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
 I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
 I.B.2-6 Equity Planning: <http://link.deanza.edu/IB2-6>
 I.B.2-7 SLO Committee: <http://link.deanza.edu/IB2-7>
 I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>
 I.B.2-8 Assessment Workshop1: <http://link.deanza.edu/IB2-8>
 I.B.2-9 Assessment Workshop2: <http://link.deanza.edu/IB2-9>
 I.B.2-10 Assessment Workshop3: <http://link.deanza.edu/IB2-10>
 I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>
 I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
 I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
 I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>
 I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
 I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
 I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
 I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
 I.B.2-15 IPBT Action Items: <http://link.deanza.edu/IB2-15>
 I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
 I.B.2-17 Assessments in Health: <http://link.deanza.edu/IB2-17>
 I.B.2-18 SLO Newsletter: <http://link.deanza.edu/IB2-18>
 I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

Standard I.B.3

I.B.3-1 Administrative Procedure 3225: <http://link.deanza.edu/IB3-1>
 I.B.3-2 EMP 2010-15: <http://link.deanza.edu/IB3-2>
 I.B.3-3 EMP Update 2010-11: <http://link.deanza.edu/IB3-3>
 I.B.3-4 EMP Update 2011-12: <http://link.deanza.edu/IB3-4>
 I.B.3-5 EMP Update 2012-13: <http://link.deanza.edu/IB3-5>
 I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>
 I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
 I.B.3-6 CTE Placement: <http://link.deanza.edu/IB3-6>
 I.B.3-7 CTE Passage: <http://link.deanza.edu/IB3-7>
 I.B.3-8 Metrics Review: <http://link.deanza.edu/IB3-8>
 I.A.1-9 IPBT APRU Form: <http://link.deanza.edu/IA1-9>
 I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>
 I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>

Standard I.B.4

- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>
- I.B.4-2 Certificates and Degrees: <http://link.deanza.edu/IB4-2>
- I.B.4-3 Transfers: <http://link.deanza.edu/IB4-3>
- I.B.4-4 Departmental SLO Report: <http://link.deanza.edu/IB4-4>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>
- I.B.4-5 Scorecard: <http://link.deanza.edu/IB4-5>
- I.A.2-12 CCSSE ICCs: <http://link.deanza.edu/IA2-12>
- I.B.4-6 Institutional Learning Outcomes: <http://link.deanza.edu/IB4-6>

Standard I.B.5

- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.B.5-1 IPBT Notes 1.21.14: <http://link.deanza.edu/IB5-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- I.B.5-3 IPBT Notes 2.24.15: <http://link.deanza.edu/IB5-3>
- I.B.5-4 IPBT Notes 3.17.15: <http://link.deanza.edu/IB5-4>
- I.B.5-5 IPBT Notes 11.24.15: <http://link.deanza.edu/IB5-5>
- I.B.5-6 IPBT Notes 10.21.14: <http://link.deanza.edu/IB5-6>
- I.B.5-7 IPBT Notes 10.28.14: <http://link.deanza.edu/IB5-7>
- I.B.5-8 SSPBT Notes 4.17.14: <http://link.deanza.edu/IB5-8>
- I.B.5-9 SSPBT Notes 2.5.15: <http://link.deanza.edu/IB5-9>
- I.B.5-10 SSPBT Notes 12.4.14: <http://link.deanza.edu/IB5-10>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>

Standard I.B.6

- I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>
- I.B.6-1 Institutional Metrics 2016: <http://link.deanza.edu/IB6-1>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>
- I.B.6-2 CC Minutes 10.27.16: <http://link.deanza.edu/IB6-2>
- I.B.6-3 MPS Success Rates: <http://link.deanza.edu/IB6-3>

Standard I.B.7

- I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>
- I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>
- I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>

Standard I.B.8

- I.B.8-1 CPC Minutes 10.29.15: <http://link.deanza.edu/IB8-1>
- I.A.3-7 CC Minutes 10.22.15: <http://link.deanza.edu/IA3-7>
- I.B.8-2 CPC Minutes 10.13.16: <http://link.deanza.edu/IB8-2>
- I.B.6-2 CC Minutes 10.27.16: <http://link.deanza.edu/IB6-2>
- I.B.8-3 Academic Senate Minutes: <http://link.deanza.edu/IB8-3>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>
- I.B.8-4 Annual Reflection: <http://link.deanza.edu/IB8-4>

Standard I.B.9

- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-2 Sample Course SLO: <http://link.deanza.edu/IB2-2>
- I.B.2-3 Sample PLO: <http://link.deanza.edu/IB2-3>
- I.A.2-9 ICC Assessment: <http://link.deanza.edu/IA2-9>
- I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>
- I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
- I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>
- I.B.9-2 Making it Meaningful: <http://link.deanza.edu/IB9-2>
- I.B.9-3 2015 Convocation: <http://link.deanza.edu/IB9-3>
- I.B.9-4 2015 SLO Assessments: <http://link.deanza.edu/IB9-4>
- I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>
- I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>

Standard I.C.1

- I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
- I.C.1-2 Website Redesign: <http://link.deanza.edu/IC1-2>
- I.C.1-3 Institutional Research: <http://link.deanza.edu/IC1-3>
- I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

Standard I.C.2

- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

Standard I.C.3

- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>

Standard I.C.4

- I.C.4-1 Course Outlines: <http://link.deanza.edu/IC4-1>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.C.4-2 Syllabus Archive: <http://link.deanza.edu/IC4-2>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>
- I.C.4-1 Course Outlines: <http://link.deanza.edu/IC4-1>

Standard I.C.5

- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

Standard I.C.6

- I.C.6-1 Net Price Calculator: <http://link.deanza.edu/IC6-1>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.C.6-2 Cashier's Office: <http://link.deanza.edu/IC6-2>
- I.C.6-3 Refund Policies: <http://link.deanza.edu/IC6-3>

Standard I.C.7

- I.C.7-1 Board Policy 4190: <http://link.deanza.edu/IC7-1>
- I.C.7-2 Board Policy 5500: <http://link.deanza.edu/IC7-2>
- I.C.7-3 Board Policy 6000: <http://link.deanza.edu/IC7-3>
- I.C.7-4 Board Policy 4230: <http://link.deanza.edu/IC7-4>
- I.C.7-5 Administrative Procedure 5052: <http://link.deanza.edu/IC7-5>
- I.C.7-6 Administrative Procedure 5500: <http://link.deanza.edu/IC7-6>
- I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>
- I.C.7-8 Administrative Procedure 5520: <http://link.deanza.edu/IC7-8>
- I.C.7-9 Administrative Procedure 5530: <http://link.deanza.edu/IC7-9>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.C.7-10 Student Handbook – Integrity: <http://link.deanza.edu/IC7-10>
- I.C.7-11 College Policies: <http://link.deanza.edu/IC7-11>
- I.C.7-12 Academic Senate Policies: <http://link.deanza.edu/IC7-12>

Standard I.C.8

- I.C.8-1 Academic Integrity Working Paper: <http://link.deanza.edu/IC8-1>
- I.C.7-1 Board Policy 4190: <http://link.deanza.edu/IC7-1>
- I.C.7-3 Board Policy 6000: <http://link.deanza.edu/IC7-3>
- I.C.7-4 Board Policy 4230: <http://link.deanza.edu/IC7-4>
- I.C.7-5 Administrative Procedure 5052: <http://link.deanza.edu/IC7-5>
- I.C.7-2 Board Policy 5500: <http://link.deanza.edu/IC7-2>
- I.C.8-2 Board Policy 4640: <http://link.deanza.edu/IC8-2>
- I.C.8-3 Board Policy 3217: <http://link.deanza.edu/IC8-3>
- I.C.7-6 Administrative Procedure 5500: <http://link.deanza.edu/IC7-6>
- I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>
- I.C.7-8 Administrative Procedure 5520: <http://link.deanza.edu/IC7-8>
- I.C.7-9 Administrative Procedure 5530: <http://link.deanza.edu/IC7-9>
- I.C.8-4 Board Policy 4110: <http://link.deanza.edu/IC8-4>
- I.C.8-5 Board Policy 4500: <http://link.deanza.edu/IC8-5>
- I.C.8-6 Administrative Procedure 4630: <http://link.deanza.edu/IC8-6>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.C.7-10 Student Handbook – Integrity: <http://link.deanza.edu/IC7-10>
- I.C.7-11 College Policies: <http://link.deanza.edu/IC7-11>
- I.C.7-12 Academic Senate Policies: <http://link.deanza.edu/IC7-12>
- I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>

Standard I.C.9

- I.C.9-1 Professional Ethics: <http://link.deanza.edu/IC9-1>

Standard I.C.10

- I.C.7-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>
- I.C.7-10 Student Handbook – Integrity: <http://link.deanza.edu/IC7-10>
- I.C.8-4 Board Policy 4110: <http://link.deanza.edu/IC8-4>

Standard I.C.11

- I.C.11-1 International Student Programs: <http://link.deanza.edu/IC11-1>

Standard I.C.12

- I.B.1-8 Accreditation: <http://link.deanza.edu/IB1-8>
- I.C.12-1 De Anza Home Page: <http://link.deanza.edu/IC12-1>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.C.1-3 Institutional Research: <http://link.deanza.edu/IC1-3>

Standard I.C.13

I.B.1-8 Accreditation: <http://link.deanza.edu/IB1-8>

Standard I.C.14

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>

I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>

I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>

I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>

I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>

I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>

I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>

I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>

I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>

Standard II.A.1

I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>

II.A.1-1 Critical Thinking: <http://link.deanza.edu/IIA1-1>

II.A.1-2 2016 Convocation: <http://link.deanza.edu/IIA1-2>

II.A.1-3 CTE Placement: <http://link.deanza.edu/IIA1-3>

I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>

I.B.2-13 TracDat - user name [public], password [view]: <http://link.deanza.edu/IB2-13>

I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>

II.A.1-4 Scorecard Rates: <http://link.deanza.edu/IIA1-4>

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

Standard II.A.2

I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>

II.A.2-1 Online Learning Form: <http://link.deanza.edu/IIA2-1>

I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>

I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>

II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>

I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>

II.A.2-3 DARE: <http://link.deanza.edu/IIA2-3>

II.A.2-4 IPBT Reduction Plans: <http://link.deanza.edu/IIA2-4>

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>

I.B.4-1 Program Data Tool: <http://link.deanza.edu/IB4-1>

II.A.2-5 Dean's Summary: <http://link.deanza.edu/IIA2-5>

- II.A.2-6 Faculty Hiring Criteria: <http://link.deanza.edu/IIA2-6>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- II.A.2-7 Program Review – Italian: <http://link.deanza.edu/IIA2-7>
- II.A.2-8 Viability Procedures: <http://link.deanza.edu/IIA2-8>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>
- II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>
- II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>
- II.A.2-11 Online Instructional Tools: <http://link.deanza.edu/IIA2-11>
- II.A.2-12 Online Best Practices: <http://link.deanza.edu/IIA2-12>
- I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>

Standard II.A.3

- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

Standard II.A.4

- II.A.2-3 DARE: <http://link.deanza.edu/IIA2-3>
- II.A.4-1 Community Education: <http://link.deanza.edu/IIA4-1>
- I.C.11-1 International Student Programs: <http://link.deanza.edu/IC11-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>
- II.A.4-2 MPS: <http://link.deanza.edu/IIA4-2>
- II.A.4-3 Statway: <http://link.deanza.edu/IIA4-3>
- I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>

Standard II.A.5

- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- II.A.5-1 Faculty Agreement: <http://link.deanza.edu/IIA5-1>
- II.A.5-2 Tenure Review Handbook: <http://link.deanza.edu/IIA5-2>
- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- II.A.5-3 Approval Handbook: <http://link.deanza.edu/IIA5-3>
- II.A.5-4 Course Outline of Record: <http://link.deanza.edu/IIA5-4>

Standard II.A.6

- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- II.A.6-1 Academic Senate: Curriculum: <http://link.deanza.edu/IIA6-1>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>

Standard II.A.7

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- II.A.7-1 RP Group: <http://link.deanza.edu/IIA7-1>
- II.A.7-2 Employment Policy: <http://link.deanza.edu/IIA7-2>
- I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>
- II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- II.A.7-4 Course Outline Guide: <http://link.deanza.edu/IIA7-4>
- II.A.7-5 Online/Hybrid Request Form: <http://link.deanza.edu/IIA7-5>
- II.A.7-6 Library: <http://link.deanza.edu/IIA7-6>
- II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>
- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- II.A.7-7 Professional Development Calendar: <http://link.deanza.edu/IIA7-7>
- I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>
- II.A.7-8 Accreditation Survey: <http://link.deanza.edu/IIA7-8>
- II.A.7-9 Scorecard and Reports: <http://link.deanza.edu/IIA7-9>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- II.A.7-10 Online Education, Prospective Students: <http://link.deanza.edu/IIA7-10>
- II.A.2-12 Online Best Practices: <http://link.deanza.edu/IIA2-12>
- II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>
- II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>
- II.A.7-13 Online Program Review Section II.B.1: <http://link.deanza.edu/IIA7-13>
- II.A.7-14 Curriculum Sample Outlines, Section VIII: <http://link.deanza.edu/IIA7-14>

Standard II.A.8

- II.A.8-1 HESI Exam: <http://link.deanza.edu/IIA8-1>

Standard II.A.9

- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- II.A.9-1 Online Scheduling: <http://link.deanza.edu/IIA9-1>
- I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>

Standard II.A.10

- II.A.10-1 Board Policy 5073: <http://link.deanza.edu/IIA10-1>
- II.A.10-2 Articulation: <http://link.deanza.edu/IIA10-2>
- II.A.10-3 AA-T and AA-S Degrees: <http://link.deanza.edu/IIA10-3>
- II.A.10-4 TAA and TAG: <http://link.deanza.edu/IIA10-4>
- II.A.10-5 Transfer Planning: <http://link.deanza.edu/IIA10-5>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- II.A.10-6 Articulation Handbook: <http://link.deanza.edu/IIA10-6>

Standard II.A.11

- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- II.A.5-2 Approval Handbook: <http://link.deanza.edu/IIA5-2>
- II.A.5-4 Course Outline of Record: <http://link.deanza.edu/IIA5-4>
- II.A.10-5 Transfer Planning: <http://link.deanza.edu/IIA10-5>
- I.B.4-5 Scorecard: <http://link.deanza.edu/IB4-5>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- I.A.3-4 Office of Equity: <http://link.deanza.edu/IA3-4>
- I.A.1-2 Institutional Core Competencies: <http://link.deanza.edu/IA1-2>

Standard II.A.12

- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- II.A.12-1 Academic Senate – GE: <http://link.deanza.edu/IIA12-1>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>
- II.A.12-2 GE/Breadth Requirements: <http://link.deanza.edu/IIA12-2>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

Standard II.A.13

- II.A.13-1 GE Requirements: <http://link.deanza.edu/IIA13-1>

Standard II.A.14

- II.A.14-1 Industry Accreditation: <http://link.deanza.edu/IIA14-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- II.A.14-2 Workforce Education: <http://link.deanza.edu/IIA14-2>
- I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

Standard II.A.15

- II.A.2-8 Viability Procedures: <http://link.deanza.edu/IIA2-8>
- II.A.15-1 Board Policy 6015: <http://link.deanza.edu/IIA15-1>
- II.A.15-2 Administrative Procedure 6015: <http://link.deanza.edu/IIA15-2>

Standard II.A.16

- I.B.2-5 Curriculum Review: <http://link.deanza.edu/IB2-5>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.B.2-5 Curriculum Review: <http://link.deanza.edu/IB2-5>
- I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>

Standard II.B.1

- II.A.7-6 Library: <http://link.deanza.edu/IIA7-6>
- I.C.1-4 Online Education: <http://link.deanza.edu/IC1-4>
- II.B.1-1 Student Success Center: <http://link.deanza.edu/IIB1-1>
- II.B.1-2 Academic Skills Workshop: <http://link.deanza.edu/IIB1-2>
- II.B.1-3 Adjunct Study Skills: <http://link.deanza.edu/IIB1-3>
- II.B.1-4 ACRL Guidelines: <http://link.deanza.edu/IIB1-4>
- II.B.1-1 Student Success Center: <http://link.deanza.edu/IIB1-1>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- II.B.1-5 EBSCOhost Compliance: <http://link.deanza.edu/IIB1-5>
- II.B.1-6 Information Literacy Videos: <http://link.deanza.edu/IIB1-6>
- II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>

II.B.1-7 Customized Academic Support: <http://link.deanza.edu/IIB1-7>

II.B.1-8 Listening and Speaking Center: <http://link.deanza.edu/IIB1-8>

Standard II.B.2

II.B.2-1 Library West Computer Survey: <http://link.deanza.edu/IIB2-1>

II.B.2-2 EBSCO: <http://link.deanza.edu/IIB2-2>

II.B.2-3 Library Program Review: <http://link.deanza.edu/IIB2-3>

Standard II.B.3

II.B.2-3 Library Program Review: <http://link.deanza.edu/IIB2-3>

II.B.3-1 Student Success Center Program Review: <http://link.deanza.edu/IIB3-1>

I.B.3-9 Online Program Review: <http://link.deanza.edu/IB3-9>

Standard II.B.4

II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>

II.B.4-1 Student Success Center Surveys: <http://link.deanza.edu/IIB4-1>

Standard II.C.1

II.C.1-1 SSSP Handbook: <http://link.deanza.edu/IIC1-1>

I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>

I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>

II.C.1-2 SSSP: <http://link.deanza.edu/IIC1-2>

II.C.1-3 Student Equity Plan Information: <http://link.deanza.edu/IIC1-3>

II.C.1-4 CCSSE Student Survey: <http://link.deanza.edu/IIC1-4>

I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>

II.C.1-5 Substantive Change Manual: <http://link.deanza.edu/IIC1-5>

I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

II.C.1-6 Online Readiness Survey: <http://link.deanza.edu/IIC1-6>

Standard II.C.2

I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>

II.C.2-1 SSLO Handbook: <http://link.deanza.edu/IIC2-1>

I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>

II.C.2-2 CCSSE: <http://link.deanza.edu/IIC2-2>

II.C.1-2 SSSP: <http://link.deanza.edu/IIC1-2>

II.C.1-3 Student Equity Plan Information: <http://link.deanza.edu/IIC1-3>

- I.B.2-11 Faculty Inquiry Tool: <http://link.deanza.edu/IB2-11>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- II.C.2-3 CCCCCO Data Mart: <http://link.deanza.edu/IIC2-3>
- II.C.2-4 Student Equity Plan: <http://link.deanza.edu/IIC2-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>
- II.C.2-5 Online Advising: <http://link.deanza.edu/IIC2-5>

Standard II.C.3

- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.B.9-1 SSLO Assessment: <http://link.deanza.edu/IB9-1>
- II.C.3-1 Priority Enrollment: <http://link.deanza.edu/IIC3-1>
- II.C.1-4 CCSSE Student Survey: <http://link.deanza.edu/IIC1-4>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- II.C.3-2 Admissions Information: <http://link.deanza.edu/IIC3-2>
- II.C.3-3 Online Orientation: <http://link.deanza.edu/IIC3-3>
- II.C.2-5 Online Advising: <http://link.deanza.edu/IIC2-5>
- II.C.3-4 Bookstore: <http://link.deanza.edu/IIC3-4>
- I.C.12-1 De Anza Home Page: <http://link.deanza.edu/IC12-1>
- II.A.7-12 Online Tutoring: <http://link.deanza.edu/IIA7-12>

Standard II.C.4

- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>
- II.C.4-1 Community Service Learning: <http://link.deanza.edu/IIC4-1>
- II.C.4-2 Student Development: <http://link.deanza.edu/IIC4-2>
- II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- II.C.4-4 Athletics: <http://link.deanza.edu/IIC4-4>

Standard II.C.5

- I.A.1-11 RP Success Factors: <http://link.deanza.edu/IA1-11>
- II.C.2-4 Student Equity Plan: <http://link.deanza.edu/IIC2-4>
- II.C.5-1 Counseling Courses: <http://link.deanza.edu/IIC5-1>
- II.C.5-2 Counseling Program Review: <http://link.deanza.edu/IIC5-2>

I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>

II.C.2-5 Online Advising: <http://link.deanza.edu/IIC2-5>

II.C.3-3 Online Orientation: <http://link.deanza.edu/IIC3-3>

Standard II.C.6

II.C.6-1 Board Policy 5000: <http://link.deanza.edu/IIC6-1>

II.C.6-2 Degree Audit: <http://link.deanza.edu/IIC6-2>

I.A.1-3 Catalog: <http://link.deanza.edu/IA1-3>

Standard II.C.7

II.C.6-1 Board Policy 5000: <http://link.deanza.edu/IIC6-1>

II.C.7-1 OpenCCC: <http://link.deanza.edu/IIC7-1>

II.C.7-2 Accuplacer: <http://link.deanza.edu/IIC7-2>

II.C.7-3 CCCO Assessment Instruments: <http://link.deanza.edu/IIC7-3>

II.C.7-4 Common Assessment Initiative: <http://link.deanza.edu/IIC7-4>

Standard II.C.8

II.C.8-1 Administrative Procedure 3260: <http://link.deanza.edu/IIC8-1>

II.C.8-2 Board Policy 5050: <http://link.deanza.edu/IIC8-2>

II.C.8-3 Administrative Procedure 5050: <http://link.deanza.edu/IIC8-3>

Standard III.A.1

III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>

III.A.1-2 Job Descriptions: <http://link.deanza.edu/IIIA1-2>

III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>

III.A.1-4 IPBT Faculty Hiring: <http://link.deanza.edu/IIIA1-4>

III.A.1-5 CC Minutes 12.8.16: <http://link.deanza.edu/IIIA1-5>

III.A.1-6 Board Policy 4135: <http://link.deanza.edu/IIIA1-6>

III.A.1-7 Board Policy 4140: <http://link.deanza.edu/IIIA1-7>

III.A.1-8 Canvas Training Schedule: <http://link.deanza.edu/IIIA1-8>

Standard III.A.2

III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>

III.A.2-1 Faculty Hiring Procedures: <http://link.deanza.edu/IIIA2-1>

III.A.1-8 Canvas Training Schedule: <http://link.deanza.edu/IIIA1-8>

Standard III.A.3

III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>

III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>

Standard III.A.4

III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>

III.A.1-6 Board Policy 4135: <http://link.deanza.edu/IIIA1-6>

III.A.1-3 District Hiring Manual: <http://link.deanza.edu/IIIA1-3>

III.A.1-7 Board Policy 4140: <http://link.deanza.edu/IIIA1-7>

Standard III.A.5

III.A.5-1 Board Policy 4145: <http://link.deanza.edu/IIIA5-1>

III.A.5-2 Administrative Performance Appraisal: <http://link.deanza.edu/IIIA5-2>

III.A.5-3 Faculty Tenure Review Handbook: <http://link.deanza.edu/IIIA5-3>

III.A.5-4 Classified Evaluation Form: <http://link.deanza.edu/IIIA5-4>

II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>

I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>

III.A.5-5 Classified Evaluation Instructions: <http://link.deanza.edu/IIIA5-5>

III.A.5-1 Board Policy 4145: <http://link.deanza.edu/IIIA5-1>

III.A.5-6 Student Evaluation for Online: <http://link.deanza.edu/IIIA5-6>

III.A.5-7 Online Course Checklist: <http://link.deanza.edu/IIIA5-7>

II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>

Standard III.A.6

I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>

III.A.6-1 Faculty Evaluation: <http://link.deanza.edu/IIIA6-1>

I.B.1-6 TracDat: <http://link.deanza.edu/IB1-6>

III.A.6-2 SLO Guide: <http://link.deanza.edu/IIIA6-2>

III.A.6-3 TracDat Report, Enhancements: <http://link.deanza.edu/IIIA6-3>

II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>

II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>

III.A.6-4 Student Faculty Contact: <http://link.deanza.edu/IIIA6-4>

III.A.6-5 Curriculum - Forms - Online/Hybrid: <http://link.deanza.edu/IIIA6-5>

III.A.6-6 Multimedia Orientation: <http://link.deanza.edu/IIIA6-6>

Standard III.A.7

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>

I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>

Standard III.A.8

- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- III.A.8-1 Part-Time Faculty Hiring: <http://link.deanza.edu/IIIA8-1>
- III.A.8-2 Employee Orientation: <http://link.deanza.edu/IIIA8-2>
- III.A.8-3 Professional Development Reports: <http://link.deanza.edu/IIIA8-3>
- I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
- III.A.8-4 Conference Funds Report: <http://link.deanza.edu/IIIA8-4>

Standard III.A.9

- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- III.A.9-1 Listening and Speaking Center Survey: <http://link.deanza.edu/IIIA9-1>
- III.A.9-2 Education Plan Survey: <http://link.deanza.edu/IIIA9-2>
- III.A.9-3 Campus Services Survey: <http://link.deanza.edu/IIIA9-3>
- II.C.1-4 CCSSE Student Survey: <http://link.deanza.edu/IIC1-4>
- III.A.9-4 ACE Job Descriptions: <http://link.deanza.edu/IIIA9-4>
- III.A.9-5 CSEA Job Descriptions: <http://link.deanza.edu/IIIA9-5>
- III.A.9-6 Classification Process: <http://link.deanza.edu/IIIA9-6>
- III.A.9-7 Classification Study: <http://link.deanza.edu/IIIA9-7>

Standard III.A.10

- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- III.A.10-1 Institutional Research Surveys: <http://link.deanza.edu/IIIA10-1>
- III.A.10-2 Administrator Job Descriptions: <http://link.deanza.edu/IIIA10-2>
- III.A.9-6 Classification Process: <http://link.deanza.edu/IIIA9-6>

Standard III.A.11

- III.A.11-1 Human Resources Policies: <http://link.deanza.edu/IIIA11-1>
- III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
- III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>
- II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>

Standard III.A.12

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- III.A.12-1 Board Policy 4130: <http://link.deanza.edu/IIIA12-1>
- III.A.12-2 Board Policy 4100: <http://link.deanza.edu/IIIA12-2>
- III.A.12-3 Board Policy 4105: <http://link.deanza.edu/IIIA12-3>
- III.A.12-4 Campus Climate Survey, Employees: <http://link.deanza.edu/IIIA12-4>
- III.A.12-5 Campus Climate Survey, Students: <http://link.deanza.edu/IIIA12-5>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- III.A.10-1 Institutional Research Surveys: <http://link.deanza.edu/IIIA10-1>
- III.A.12-6 Institutional Planning – Metrics: <http://link.deanza.edu/IIIA12-6>
- III.A.12-7 Employee and Student Ethnicity: <http://link.deanza.edu/IIIA12-7>
- III.A.12-8 Employee Demographics: <http://link.deanza.edu/IIIA12-8>
- III.A.12-9 Opening Day Presentation: <http://link.deanza.edu/IIIA12-9>
- III.A.11-1 Human Resources Policies: <http://link.deanza.edu/IIIA11-1>
- III.A.12-10 Administrative Procedure 4640: <http://link.deanza.edu/IIIA12-10>
- III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
- III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>
- II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>
- III.A.12-11 Student Handbook: <http://link.deanza.edu/IIIA12-11>
- I.C.7-6 Administrative Procedure 5500: <http://link.deanza.edu/IC7-6>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>

Standard III.A.13

- III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
- III.A.13-1 ACE Contract, page 73: <http://link.deanza.edu/IIIA13-1>
- I.C.9-1 Professional Ethics: <http://link.deanza.edu/IC9-1>
- III.A.13-2 Classified Senate Code: <http://link.deanza.edu/IIIA13-2>
- III.A.13-3 Board Policy 3121: <http://link.deanza.edu/IIIA13-3>
- III.A.12-10 Administrative Procedure 4640: <http://link.deanza.edu/IIIA12-10>
- III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
- II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>
- III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>
- I.C.9-1 Professional Ethics: <http://link.deanza.edu/IC9-1>
- I.C.7-10 Student Handbook – Integrity: <http://link.deanza.edu/IC7-10>
- I.C.7.-7 Administrative Procedure 5510: <http://link.deanza.edu/IC7-7>

Standard III.A.14

- II.A.2-2 Professional Development: <http://link.deanza.edu/IIA2-2>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- III.A.8-2 Employee Orientation: <http://link.deanza.edu/IIIA8-2>
- III.A.14-1 Prof Development Reports: <http://link.deanza.edu/IIIA14-1>
- III.A.14-2 Classified Retreat: <http://link.deanza.edu/IIIA14-2>
- I.B.2-16 Partners in Learning: <http://link.deanza.edu/IB2-16>
- III.A.14-3 Tenure Review: <http://link.deanza.edu/IIIA14-3>
- III.A.14-4 2011 Self-Study: <http://link.deanza.edu/IIIA14-4>
- III.A.14-5 Technology Training Survey: <http://link.deanza.edu/IIIA14-5>
- III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
- II.A.5-1 Faculty Association Agreement: <http://link.deanza.edu/IIA5-1>
- III.A.11-3 Classified Agreements: <http://link.deanza.edu/IIIA11-3>
- III.A.14-6 Conference Funds: <http://link.deanza.edu/IIIA14-6>
- III.A.8-4 Conference Funds Report: <http://link.deanza.edu/IIIA8-4>
- III.A.14-7 Faculty Agreement, Prof. Achievement: <http://link.deanza.edu/IIIA14-7>
- II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>
- III.A.14-8 Faculty Agreement, Prof. Development: <http://link.deanza.edu/IIIA14-8>

Standard III.A.15

- II.C.8-1 Administrative Procedure 3260: <http://link.deanza.edu/IIC8-1>
- III.A.15-1 Board Policy 4150: <http://link.deanza.edu/IIIA15-1>
- III.A.15-2 ACE Agreement: <http://link.deanza.edu/IIIA15-2>
- III.A.15-3 CSEA Agreement: <http://link.deanza.edu/IIIA15-3>
- III.A.15-4 Faculty Association Agreement: <http://link.deanza.edu/IIIA15-4>
- III.A.15-5 POA Agreement: <http://link.deanza.edu/IIIA15-5>
- III.A.15-6 Teamsters Agreement: <http://link.deanza.edu/IIIA15-6>
- III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
- III.A.15-7 Confidential Employees Handbook: <http://link.deanza.edu/IIIA15-7>

Standard III.B.1

- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- I.B.1-9 Substantive Change Approval: <http://link.deanza.edu/IB1-9>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>

Standard III.B.2

- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- III.B.2-1 Campus Facilities Team: <http://link.deanza.edu/IIIB2-1>
- III.B.2-2 F&E Purchase Procedures: <http://link.deanza.edu/IIIB2-2>
- III.B.2-3 MME Measure C Refresh: <http://link.deanza.edu/IIIB2-3>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- III.B.2-4 Scheduling: <http://link.deanza.edu/IIIB2-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

Standard III.B.3

- III.B.3-1 Space Inventory: <http://link.deanza.edu/IIIB3-1>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- III.B.3-2 Resource 25: <http://link.deanza.edu/IIIB3-2>
- III.B.3-3 Five-Year Capital Outlay Plan: <http://link.deanza.edu/IIIB3-3>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

Standard III.B.4

- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- III.B.4-1 LEED Certified Buildings: <http://link.deanza.edu/IIIB4-1>
- III.B.4-2 Board Policy 3214: <http://link.deanza.edu/IIIB4-2>
- III.B.4-3 Administrative Procedure 6510: <http://link.deanza.edu/IIIB4-3>
- III.B.4-4 Campus Facilities Team: <http://link.deanza.edu/IIIB4-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

Standard III.C.1

- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- III.C.1-1 ETS: <http://link.deanza.edu/IIIC1-1>
- III.C.1-2 Technology Committee Membership: <http://link.deanza.edu/IIIC1-2>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>
- III.A.14-5 Technology Training Survey: <http://link.deanza.edu/IIIA14-5>

I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
 I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
 III.C.1-4 Device Usage Survey: <http://link.deanza.edu/IIIC1-4>
 III.C.1-5 Technology Committee Notes 6.2.16: <http://link.deanza.edu/IIIC1-5>
 III.C.1-6 ETS Project Request Tracking: <http://link.deanza.edu/IIIC1-6>
 III.C.1-7 ETS Projects: <http://link.deanza.edu/IIIC1-7>
 III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>
 III.C.1-9 Measure C - L7: <http://link.deanza.edu/IIIC1-9>
 III.C.1-10 ETS Standards: <http://link.deanza.edu/IIIC1-10>
 III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIIB3-4>
 III.C.1-11 IPBT Equipment List: <http://link.deanza.edu/IIIC1-11>
 III.C.1-2 Technology Committee Membership: <http://link.deanza.edu/IIIC1-2>
 I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
 III.A.1-5 CC Minutes 12.8.16: <http://link.deanza.edu/IIIA1-5>
 III.C.1-12 Technology Committee Information: <http://link.deanza.edu/IIIC1-12>
 I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
 II.A.2-9 Online Education Advisory Committee: <http://link.deanza.edu/IIA2-9>
 II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>
 II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>
 III.C.1-13 Technology Training: <http://link.deanza.edu/IIIC1-13>
 III.C.1-14 Captioning Videos: <http://link.deanza.edu/IIIC1-14>
 III.C.1-15 Embedding Video: <http://link.deanza.edu/IIIC1-15>

Standard III.C.2

III.C.2-1 Measure C, District Projects: <http://link.deanza.edu/IIIC2-1>
 III.C.1-7 ETS Projects: <http://link.deanza.edu/IIIC1-7>
 III.C.2-2 Canvas FAQ: <http://link.deanza.edu/IIIC2-2>
 I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
 I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
 I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
 I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
 I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
 III.C.1-3 Technology Survey: <http://link.deanza.edu/IIIC1-3>
 III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>
 III.C.2-3 District Technology Plan: <http://link.deanza.edu/IIIC2-3>
 III.C.2-4 ETAC Minutes: <http://link.deanza.edu/IIIC2-4>

III.C2-5 Technology Committee: <http://link.deanza.edu/IIC2-5>
III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIB3-4>
III.C.1-3 Technology Survey: <http://link.deanza.edu/IIC1-3>
I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
III.C.2-6 iPad Pilot Project: <http://link.deanza.edu/IIC2-6>
II.A.7-11 Canvas: <http://link.deanza.edu/IIA7-11>
I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

Standard III.C.3

III.C.1-1 ETS: <http://link.deanza.edu/IIC1-1>

Standard III.C.4

III.A.14-4 2011 Self-Study: <http://link.deanza.edu/IIIA14-4>
III.A.14-5 Technology Training Survey: <http://link.deanza.edu/IIIA14-5>
III.C.4-1 Degreeworks: <http://link.deanza.edu/IIC4-1>
III.C.4-2 Online Education Resources: <http://link.deanza.edu/IIC4-2>
III.C.4-3 Technology Training Evaluation: <http://link.deanza.edu/IIC4-3>
III.C.1-13 Employee Technology Training: <http://link.deanza.edu/IIC1-13>
III.C.1-3 Technology Survey: <http://link.deanza.edu/IIC1-3>
I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
II.A.7-10 Online Education, Prospective Students: <http://link.deanza.edu/IIA7-10>
II.A.2-10 Online Faculty Resources: <http://link.deanza.edu/IIA2-10>

Standard III.C.5

III.C.1-10 ETS Standards: <http://link.deanza.edu/IIC1-10>
III.B.3-4 ETS Project Scheduling: <http://link.deanza.edu/IIB3-4>
I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
III.C.1-11 IPBT Equipment List: <http://link.deanza.edu/IIC1-11>
III.C.1-8 ETAC: <http://link.deanza.edu/IIC1-8>
III.C.2-3 District Technology Plan: <http://link.deanza.edu/IIC2-3>
III.C.2-5 Technology Committee: <http://link.deanza.edu/IIC2-5>
I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>

Standard III.D.1

- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>
- III.D.1-2 Office of Outreach: <http://link.deanza.edu/IIID1-2>
- III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- III.D.1-3 Campus Budget Draft Reduction: <http://link.deanza.edu/IIID1-3>
- III.D.1-4 B Budget Standardization 10.6.15: <http://link.deanza.edu/IIID1-4>
- III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- III.D.1-6 CC Note 6.9.16: <http://link.deanza.edu/IIID1-6>
- III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>
- III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>
- III.D.1-9 District Business Services: <http://link.deanza.edu/IIID1-9>
- III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>
- III.D.1-3 Campus Budget Draft Reduction: <http://link.deanza.edu/IIID1-3>

Standard III.D.2

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- I.B.8-4 Annual Reflection: <http://link.deanza.edu/IB8-4>
- III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>
- I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>
- I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>
- I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>
- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>
- III.D.2-2 Tentative Budget Presentation: <http://link.deanza.edu/IIID2-2>
- III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>
- III.D.2-4 Equity Presentation: <http://link.deanza.edu/IIID2-4>

- III.D.2-5 Adopted Budget 2014-15, page 95: <http://link.deanza.edu/IIID2-5>
 III.D.2-6 Adopted Budget 2015-16, page 92: <http://link.deanza.edu/IIID2-6>
 III.D.2-7 Adopted Budget 2016-17, page 90: <http://link.deanza.edu/IIID2-7>

Standard III.D.3

- III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>
 III.D.3-1 Board Policy 3100: <http://link.deanza.edu/IIID3-1>
 III.D.3-2 Board Policy 3110: <http://link.deanza.edu/IIID3-2>
 III.D.3-3 Board Minutes 6.13.16: <http://link.deanza.edu/IIID3-3>
 III.D.3-4 Board Minutes 9.12.16: <http://link.deanza.edu/IIID3-4>
 III.D.3-5 FCOPBT Agenda 10.21.16: <http://link.deanza.edu/IIID3-5>
 III.D.3-6 Campus Budget Notes 11.1.16: <http://link.deanza.edu/IIID3-6>
 III.D.3-7 CC Minutes 10.8.15: <http://link.deanza.edu/IIID3-7>
 III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>
 III.D.3-8 B Budget Standardization 10.9.15: <http://link.deanza.edu/IIID3-8>
 III.D.3-9 FCOPBT Equity & B Budget: <http://link.deanza.edu/IIID3-9>
 III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>

Standard III.D.4

- III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
 III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>
 III.D.3-4 Board Minutes 9.12.16: <http://link.deanza.edu/IIID3-4>
 III.D.4-3 Audit Committee Agenda 9.8.16: <http://link.deanza.edu/IIID4-3>
 III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>
 III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>
 III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>
 I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
 I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>
 I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>
 III.D.4-7 Board Highlights 2.9.15: <http://link.deanza.edu/IIID4-7>
 III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>
 III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>
 III.D.1-4 B Budget Standardization 10.6.15: <http://link.deanza.edu/IIID1-4>
 III.D.1-5 B Budget Update: <http://link.deanza.edu/IIID1-5>
 III.D.4-8 Institutional Effectiveness: <http://link.deanza.edu/IIID4-8>
 I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
 III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>
 II.A.2-3 DARE: <http://link.deanza.edu/IIA2-3>

Standard III.D.5

- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>
- I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>
- III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
- III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>
- III.D.5-1 Annual Financial Report 2016, page 3: <http://link.deanza.edu/IIID5-1>
- III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>
- III.D.5-2 Board Policies Chapter 6: <http://link.deanza.edu/IIID5-2>
- III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>
- III.D.5-4 Board Policy 3153: <http://link.deanza.edu/IIID5-4>
- III.D.4-8 Institutional Effectiveness: <http://link.deanza.edu/IIID4-8>

Standard III.D.6

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>
- I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>
- III.D.5-1 Annual Financial Report 2016, page 3: <http://link.deanza.edu/IIID5-1>
- III.D.6-1 ACCJC Annual Fiscal Report: <http://link.deanza.edu/IIID6-1>
- III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>
- III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>
- III.D.6-2 Measure C: <http://link.deanza.edu/IIID6-2>
- III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
- III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>

Standard III.D.7

- III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>
- III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>
- III.D.7-1 Audit Committee Minutes 12.1.16: <http://link.deanza.edu/IIID7-1>

Standard III.D.8

- III.D.5-4 Board Policy 3153: <http://link.deanza.edu/IIID5-4>
- III.D.5-1 Annual Financial Report 2016, page 3: <http://link.deanza.edu/IIID5-1>
- III.D.5-1 Annual Financial Report 2016, page 89: <http://link.deanza.edu/IIID5-1>
- III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>
- III.D.1-1 Adopted Budget, page 73: <http://link.deanza.edu/IIID1-1>
- III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>
- III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>

Standard III.D.9

III.D.9-1 Adopted Budget Presentation: <http://link.deanza.edu/IIID9-1>

Standard III.D.10

III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>

III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>

III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>

I.A.2-14 IPBT Program Review: <http://link.deanza.edu/IA2-14>

I.B.2-14 SSPBT Program Review: <http://link.deanza.edu/IB2-14>

I.B.5-2 FCOPBT Program Review: <http://link.deanza.edu/IB5-2>

III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>

III.D.10-1 Campus Center Advisory Committee: <http://link.deanza.edu/IIID10-1>

III.D.1-7 SSSP-Equity: <http://link.deanza.edu/IIID1-7>

I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>

III.D.10-2 Program Review List: <http://link.deanza.edu/IIID10-2>

III.D.10-3 Foothill-De Anza Foundation: <http://link.deanza.edu/IIID10-3>

Standard III.D.11

I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>

III.D.11-1 CC Agenda 2.9.17: <http://link.deanza.edu/IIID11-1>

III.D.3-7 CC Minutes 10.8.15: <http://link.deanza.edu/IIID3-7>

I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>

I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>

I.C.1-1 Technology Plan: <http://link.deanza.edu/IC1-1>

III.D.6-2 Measure C: <http://link.deanza.edu/IIID6-2>

III.B.4-4 Campus Facilities Team: <http://link.deanza.edu/IIIB4-4>

III.D.11-2 Capital Project Fund: <http://link.deanza.edu/IIID11-2>

III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>

III.D.5-3 Audit and Finance Committee: <http://link.deanza.edu/IIID5-3>

III.D.11-3 Board Policy 6401: <http://link.deanza.edu/IIID11-3>

III.D.11-4 Board Policy 3115: <http://link.deanza.edu/IIID11-4>

III.D.4-2 District Budget Reports: <http://link.deanza.edu/IIID4-2>

III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>

III.D.5-1 Annual Financial Report 2016, page 26: <http://link.deanza.edu/IIID5-1>

III.D.11-6 Actuarial Study: <http://link.deanza.edu/IIID11-6>

III.D.11-7 Audit Committee Agenda 5.26.16: <http://link.deanza.edu/IIID11-7>

Standard III.D.12

- III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>
- III.D.11-6 Actuarial Study: <http://link.deanza.edu/IIID11-6>
- III.D.11-7 Audit Committee Agenda 5.26.16: <http://link.deanza.edu/IIID11-7>

Standard III.D.13

- III.D.5-1 Annual Financial Report 2016: <http://link.deanza.edu/IIID5-1>
- III.D.1-1 Adopted Budget 2016-17, Fund 200: <http://link.deanza.edu/IIID1-1>
- III.D.1-1 Adopted Budget 2016-17: <http://link.deanza.edu/IIID1-1>
- III.D.11-3 Board Policy 6401: <http://link.deanza.edu/IIID11-3>

Standard III.D.14

- III.D.1-1 Adopted Budget 2016-17, page 73: <http://link.deanza.edu/IIID1-1>
- III.D.5-1 Annual Financial Report 2016, page 40: <http://link.deanza.edu/IIID5-1>
- III.D.2-3 Fiscal Self-Assessment: <http://link.deanza.edu/IIID2-3>

Standard III.D.15

- III.D.6-1 ACCJC Annual Fiscal Report: <http://link.deanza.edu/IIID6-1>
- III.D.15-1 Cohort Default Rates, school code 004480: <http://link.deanza.edu/IIID15-1>
- III.D.15-2 Code of Federal Regulations: <http://link.deanza.edu/IIID15-2>

Standard III.D.16

- III.D.16-1 Purchasing Forms: <http://link.deanza.edu/IIID16-1>
- III.D.16-2 Purchasing Procedures: <http://link.deanza.edu/IIID16-2>
- III.D.16-3 Purchasing Department: <http://link.deanza.edu/IIID16-3>
- I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
- I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>
- I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>
- III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>

Standard IV.A.1

- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>
- III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>
- III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>
- IV.A.1-1 Academic Senate Bylaws: <http://link.deanza.edu/IVA1-1>
- IV.A.1-2 Classified Senate Elections: <http://link.deanza.edu/IVA1-2>
- II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>

III.D.4-1 Campus Budget Team: <http://link.deanza.edu/IIID4-1>
 III.B.4-4 Campus Facilities Team: <http://link.deanza.edu/IIIB4-4>
 IV.A.1-3 Equity Action Council: <http://link.deanza.edu/IVA1-3>
 I.C.14-2 IPBT: <http://link.deanza.edu/IC14-2>
 I.C.14-3 SSPBT: <http://link.deanza.edu/IC14-3>
 I.C.14-4 FCOPBT: <http://link.deanza.edu/IC14-4>
 III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>
 IV.A.1-4 Campus Center Advisory Board: <http://link.deanza.edu/IVA1-4>
 IV.A.1-5 College Environmental Advisory Group: <http://link.deanza.edu/IVA1-5>
 I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
 IV.A.1-6 DARE Task Force: <http://link.deanza.edu/IVA1-6>
 IV.A.1-7 Governance Task Force: <http://link.deanza.edu/IVA1-7>
 III.C.1-12 Technology Committee Information: <http://link.deanza.edu/IIIC1-12>
 I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
 I.B.1-7 Convocation: <http://link.deanza.edu/IB1-7>

Standard IV.A.2

I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
 I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>
 I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
 I.B.1-3 Board Policy 2224: <http://link.deanza.edu/IB1-3>
 IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>
 II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>
 III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>
 III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>
 IV.A.2-2 IPBT Membership: <http://link.deanza.edu/IVA2-2>
 IV.A.2-3 SSPBT Membership: <http://link.deanza.edu/IVA2-3>
 IV.A.2-4 FCOPBT Membership: <http://link.deanza.edu/IVA2-4>
 IV.A.2-5 Campus Budget Team Membership: <http://link.deanza.edu/IVA2-5>
 I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
 I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
 I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
 I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
 I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
 I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
 I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
 I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>
 IV.A.2-6 Board Policy 2015: <http://link.deanza.edu/IVA2-6>

Standard IV.A.3

- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- IV.A.2-2 IPBT Membership: <http://link.deanza.edu/IVA2-2>
- IV.A.2-3 SSPBT Membership: <http://link.deanza.edu/IVA2-3>
- IV.A.2-4 FCOPBT Membership: <http://link.deanza.edu/IVA2-4>
- IV.A.2-5 Campus Budget Team Membership: <http://link.deanza.edu/IVA2-5>
- IV.A.3-1 College Council Membership: <http://link.deanza.edu/IVA3-1>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- I.B.2-4 SLO Program Review: <http://link.deanza.edu/IB2-4>
- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>

Standard IV.A.4

- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>
- I.B.2-5 Curriculum Committee: <http://link.deanza.edu/IB2-5>
- IV.A.1-1 Academic Senate Bylaws: <http://link.deanza.edu/IVA1-1>
- IV.A.4-1 Course Materials Statement: <http://link.deanza.edu/IVA4-1>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- IV.A.4-2 Awards by Degree Type: <http://link.deanza.edu/IVA4-2>
- IV.A.4-3 UC and CSU Transfers: <http://link.deanza.edu/IVA4-3>
- IV.A.4-4 Academic Senate Minutes 6.3.16: <http://link.deanza.edu/IVA4-4>
- I.A.1-12 Substantive Change Proposal: <http://link.deanza.edu/IA1-12>

Standard IV.A.5

- I.B.1-2 Board Policy 2223: <http://link.deanza.edu/IB1-2>
- I.B.1-3 Board Policy 2224: <http://link.deanza.edu/IB1-3>
- I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>
- IV.A.2-1 Governance Handbook: <http://link.deanza.edu/IVA2-1>
- III.D.4-5 Academic Senate: <http://link.deanza.edu/IIID4-5>
- I.C.7-1 Board Policy 4190: <http://link.deanza.edu/IC7-1>
- III.D.4-6 Classified Senate: <http://link.deanza.edu/IIID4-6>
- II.C.4-3 DASB: <http://link.deanza.edu/IIC4-3>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.C.12-1 De Anza Home Page: <http://link.deanza.edu/IC12-1>
- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- IV.A.5-1 Messages from President: <http://link.deanza.edu/IVA5-1>

- IV.A.5-2 Campus Memo: <http://link.deanza.edu/IVA5-2>
- IV.A.5-3 Academic Senate Newsletter: <http://link.deanza.edu/IVA5-3>
- IV.A.5-4 2017 Convocation: <http://link.deanza.edu/IVA5-4>
- I.B.2-12 Program Review Data: <http://link.deanza.edu/IB2-12>
- II.A.7-3 IR Data and Reports: <http://link.deanza.edu/IIA7-3>
- IV.A.5-5 Outcomes Assessment: <http://link.deanza.edu/IVA5-5>
- I.C.1-2 Website Redesign: <http://link.deanza.edu/IC1-2>

Standard IV.A.6

- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- IV.A.6-1 Classified Senate Agendas: <http://link.deanza.edu/IVA6-1>
- IV.A.6-2 Technology Committee Agendas: <http://link.deanza.edu/IVA6-2>
- III.A.1-4 IPBT Faculty Hiring: <http://link.deanza.edu/IIIA1-4>
- III.A.1-5 CC Minutes 12.8.16: <http://link.deanza.edu/IIIA1-5>

Standard IV.A.7

- IV.A.7-1 CPC Membership: <http://link.deanza.edu/IVA7-1>
- I.A.2-15 EMP Update: <http://link.deanza.edu/IA2-15>

Standard IV.B.1

- IV.B.1-1 Board Policy 3100: <http://link.deanza.edu/IVB1-1>
- IV.B.1-2 Administrative Procedure 3100: <http://link.deanza.edu/IVB1-2>
- IV.A.7-1 CPC Membership: <http://link.deanza.edu/IVA7-1>
- I.A.1-1 Mission and Values: <http://link.deanza.edu/IA1-1>
- I.C.4-3 Student Accreditation Survey: <http://link.deanza.edu/IC4-3>
- I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>
- IV.B.1-3 The Democracy Commitment: <http://link.deanza.edu/IVB1-3>
- I.B.6-1 Institutional Metrics 2016: <http://link.deanza.edu/IB6-1>
- III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>

Standard IV.B.2

- IV.B.2-1 Organizational Chart: <http://link.deanza.edu/IVB2-1>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>

Standard IV.B.3

- III.D.2-1 College Council: <http://link.deanza.edu/IIID2-1>
- IV.A.7-1 CPC Membership: <http://link.deanza.edu/IVA7-1>
- I.A.2-5 Institutional Metrics: <http://link.deanza.edu/IA2-5>
- I.B.2-1 Student Learning Outcomes: <http://link.deanza.edu/IB2-1>
- I.A.3-3 Learning Communities: <http://link.deanza.edu/IA3-3>

- I.C.1-3 Institutional Research: <http://link.deanza.edu/IC1-3>
- I.A.2-3 Environmental Scan: <http://link.deanza.edu/IA2-3>
- IV.B.3-1 Opening Day Notes: <http://link.deanza.edu/IVB3-1>
- IV.B.3-2 Administrators' Meeting 2.10.17: <http://link.deanza.edu/IVB3-2>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>

Standard IV.B.4

- I.A.3-5 Six-Year PRAM: <http://link.deanza.edu/IA3-5>
- IV.B.4-1 CPC Minutes: <http://link.deanza.edu/IVB4-1>
- IV.B.4-2 Standard Assignments: <http://link.deanza.edu/IVB4-2>
- IV.B.4-3 Board Presentation: <http://link.deanza.edu/IVB4-3>

Standard IV.B.5

- IV.B.5-1 Chancellor's Advisory Council: <http://link.deanza.edu/IVB5-1>

Standard IV.B.6

- IV.B.6-1 Mercury News Op-Ed: <http://link.deanza.edu/IVB6-1>
- IV.B.6-2 San Jose Inside Op-Ed: <http://link.deanza.edu/IVB6-2>
- IV.A.5-1 Messages from President: <http://link.deanza.edu/IVA5-1>
- I.A.3-6 VIDA: <http://link.deanza.edu/IA3-6>
- IV.B.1-3 The Democracy Commitment: <http://link.deanza.edu/IVB1-3>
- IV.B.6-3 Imagining America: <http://link.deanza.edu/IVB6-3>

Standard IV.C.1

- IV.C.1-1 Board Composition: <http://link.deanza.edu/IVC1-1>
- IV.C.1-2 Board Policies: <http://link.deanza.edu/IVC1-2>
- IV.C.1-3 Administrative Procedure 2410: <http://link.deanza.edu/IVC1-3>
- IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>

Standard IV.C.2

- IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>
- IV.C.2-1 Board Policy 2715: <http://link.deanza.edu/IVC2-1>
- IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>

Standard IV.C.3

- IV.C.3-1 Board Policy 2431: <http://link.deanza.edu/IVC3-1>
- IV.C.3-2 Chancellor's Search: <http://link.deanza.edu/IVC3-2>
- IV.C.3-3 Board Policy 2435: <http://link.deanza.edu/IVC3-3>
- IV.C.3-4 Board Agenda 8.1.16: <http://link.deanza.edu/IVC3-4>

IV.C.3-5 Board Agenda 2.6.17: <http://link.deanza.edu/IVC3-5>
III.A.11-2 Administrators Handbook: <http://link.deanza.edu/IIIA11-2>
IV.C.3-6 2017 Board Calendar: <http://link.deanza.edu/IVC3-6>
IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>
IV.C.3-8 Board Policy 3225: <http://link.deanza.edu/IVC3-8>

Standard IV.C.4

IV.C.4-1 Board Policy 2010: <http://link.deanza.edu/IVC4-1>
IV.C.4-2 Board Policy 2100: <http://link.deanza.edu/IVC4-2>
IV.A.2-6 Board Policy 2015: <http://link.deanza.edu/IVA2-6>
III.D.11-3 Board Policy 6401: <http://link.deanza.edu/IIID11-3>
IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>
IV.C.4-3 Legislative Principles: <http://link.deanza.edu/IVC4-3>
IV.C.4-4 Board Policy 2710: <http://link.deanza.edu/IVC4-4>
IV.C.4-5 Board Policy 2712: <http://link.deanza.edu/IVC4-5>
IV.C.2-1 Board Policy 2715: <http://link.deanza.edu/IVC2-1>
IV.C.4-6 Board Policy 9550: <http://link.deanza.edu/IVC4-6>
IV.C.4-7 Board Policy 3600: <http://link.deanza.edu/IVC4-7>
I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>

Standard IV.C.5

IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>
III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>
III.D.3-1 Board Policy 3100: <http://link.deanza.edu/IIID3-1>
IV.C.5-1 Board Policy 3112: <http://link.deanza.edu/IVC5-1>
IV.C.5-2 Board Policy 2410: <http://link.deanza.edu/IVC5-2>
IV.C.3-8 Board Policy 3225: <http://link.deanza.edu/IVC3-8>
IV.C.5-3 Board Minutes 1.9.17: <http://link.deanza.edu/IVC5-3>
IV.C.5-4 Board Priorities: <http://link.deanza.edu/IVC5-4>
IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>
I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>
IV.C.5-5 Board Minutes 10.6.14: <http://link.deanza.edu/IVC5-5>
IV.C.5-6 Board Minutes 12.7.15: <http://link.deanza.edu/IVC5-6>
IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>

Standard IV.C.6

IV.C.6-1 Board Policies: <http://link.deanza.edu/IVC6-1>
 IV.C.4-1 Board Policy 2010: <http://link.deanza.edu/IVC4-1>
 IV.A.2-6 Board Policy 2015: <http://link.deanza.edu/IVA2-6>
 IV.C.4-2 Board Policy 2100: <http://link.deanza.edu/IVC4-2>
 IV.C.6-2 Board Policy 2110: <http://link.deanza.edu/IVC6-2>
 IV.C.1-4 Board Policy 2200: <http://link.deanza.edu/IVC1-4>
 IV.C.6-3 Board Policy 2210: <http://link.deanza.edu/IVC6-3>
 IV.C.6-4 Board Policy 2220: <http://link.deanza.edu/IVC6-4>
 I.B.1-1 Board Policy 2222: <http://link.deanza.edu/IB1-1>
 IV.C.6-5 Board Policy 2310: <http://link.deanza.edu/IVC6-5>
 IV.C.6-6 Board Policy 2315: <http://link.deanza.edu/IVC6-6>
 IV.C.6-7 Board Policy 2320: <http://link.deanza.edu/IVC6-7>
 IV.C.6-8 Board Policy 2330: <http://link.deanza.edu/IVC6-8>
 IV.C.6-9 Board Policy 2340: <http://link.deanza.edu/IVC6-9>
 IV.C.6-10 Board Policy 2345: <http://link.deanza.edu/IVC6-10>

Standard IV.C.7

IV.C.7-1 Board Agendas: <http://link.deanza.edu/IVC7-1>
 III.D.3-2 Board Policy 3110: <http://link.deanza.edu/IIID3-2>
 IV.C.7-2: Board Minutes 9.12.16: <http://link.deanza.edu/IVC7-2>
 IV.C.7-3: Board Minutes 8.29.16: <http://link.deanza.edu/IVC7-3>
 IVC7-4: Board Minutes 5.1.17: <http://link.deanza.edu/IVC7-4>
 IVC7-5: HR Report 5.1.17: <http://link.deanza.edu/IVC7-5>
 III.A.12-1 Board Policy 4130: <http://link.deanza.edu/IIIA12-1>
 IV.C.7-6: Board Minutes 1.11.16: <http://link.deanza.edu/IVC7-6>
 IVC7-7: Board Policy 5020: <http://link.deanza.edu/IVC7-7>
 IV.C.5-2: Board Policy 2410: <http://link.deanza.edu/IVC5-2>
 IVC7-8: Administrative Procedure Manual: <http://link.deanza.edu/IVC7-8>

Standard IV.C.8

I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>
 IV.C.7-3 Board Minutes 8.29.16: <http://link.deanza.edu/IVC7-3>
 IV.C.5-5 Board Minutes 10.6.14: <http://link.deanza.edu/IVC5-5>
 IV.C.8-1 Board Minutes 10.5.15: <http://link.deanza.edu/IVC8-1>
 IV.C.5-6 Board Minutes 12.7.15: <http://link.deanza.edu/IVC5-6>
 I.A.2-2 Board Minutes 2.8.16: <http://link.deanza.edu/IA2-2>

Standard IV.C.9

- IV.C.9-1 Board Policy 2740: <http://link.deanza.edu/IVC9-1>
- IV.C.9-2 Board Minutes 11.7.16: <http://link.deanza.edu/IVC9-2>
- IV.C.4-2 Board Policy 2100: <http://link.deanza.edu/IVC4-2>
- IV.C.6-2 Board Policy 2110: <http://link.deanza.edu/IVC6-2>

Standard IV.C.10

- IV.C.10-1 Board Policy 2745: <http://link.deanza.edu/IVC10-1>
- IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>
- IV.C.3-6 2017 Board Calendar: <http://link.deanza.edu/IVC3-6>

Standard IV.C.11

- IV.C.2-1 Board Policy 2715: <http://link.deanza.edu/IVC2-1>
- IV.C.4-4 Board Policy 2710: <http://link.deanza.edu/IVC4-4>
- IV.C.4-5 Board Policy 2712: <http://link.deanza.edu/IVC4-5>

Standard IV.C.12

- IV.C.12-1 Board Policy 2430: <http://link.deanza.edu/IVC12-1>
- IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>
- IV.C.3-3 Board Policy 2435: <http://link.deanza.edu/IVC3-3>
- IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>
- IV.C.3-6 2017 Board Calendar: <http://link.deanza.edu/IVC3-6>
- III.D.3-1 Board Policy 3100: <http://link.deanza.edu/IIID3-1>

Standard IV.C.13

- IV.C.13-1 Board Policy 3200: <http://link.deanza.edu/IVC13-1>
- IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>
- IV.C.13-2 Board Meeting Calendar: <http://link.deanza.edu/IVC13-2>
- IV.C.13-3 Board Minutes 3.7.16: <http://link.deanza.edu/IVC13-3>
- IV.C.7-3 Board Minutes 8.29.16: <http://link.deanza.edu/IVC7-3>
- IV.C.13-4 Board Minutes 2.6.17: <http://link.deanza.edu/IVC13-4>
- IV.C.2-2 Board Self-Evaluation: <http://link.deanza.edu/IVC2-2>

Standard IV.D.1

- IV.D.1-1 District Opening Day: <http://link.deanza.edu/IVD1-1>
- IV.B.3-1 Opening Day Notes: <http://link.deanza.edu/IVB3-1>
- IV.D.1-2 Chancellor's Message: <http://link.deanza.edu/IVD1-2>
- IV.B.5-1 Chancellor's Advisory Council: <http://link.deanza.edu/IVB5-1>
- IV.D.1-3 Senior Administrators Meeting: <http://link.deanza.edu/IVD1-3>

- IV.C.12-1 Board Policy 2430: <http://link.deanza.edu/IVC12-1>
- IV.B.1-1 Board Policy 3100: <http://link.deanza.edu/IVB1-1>
- IV.B.1-2 Administrative Procedure 3100: <http://link.deanza.edu/IVB1-2>
- IV.D.1-4 Delineations of Functions: <http://link.deanza.edu/IVD1-4>

Standard IV.D.2

- IV.D.1-4 Delineations of Functions: <http://link.deanza.edu/IVD1-4>
- IV.D.2-1 CAC Meeting 10.14.16: <http://link.deanza.edu/IVD2-1>
- IV.D.2-2 CAC Meeting 2.2.16: <http://link.deanza.edu/IVD2-2>
- IV.D.2-3 Board Agenda 8.29.16: <http://link.deanza.edu/IVD2-3>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- IV.D.2-4 Resource Allocation Cycle: <http://link.deanza.edu/IVD2-4>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- IV.D.2-5 Risk Management Report: <http://link.deanza.edu/IVD2-5>
- IV.D.2-6 Environmental Compliance: <http://link.deanza.edu/IVD2-6>
- IV.D.2-7 Citizens Bond Oversight Report: <http://link.deanza.edu/IVD2-7>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>

Standard IV.D.3

- IV.D.2-4 Resource Allocation Cycle: <http://link.deanza.edu/IVD2-4>
- III.D.1-10 Board Policy 3000: <http://link.deanza.edu/IIID1-10>
- IV.D.3-1 Fiscal Self-Assessment Checklist: <http://link.deanza.edu/IVD3-1>
- III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>
- III.D.1-8 District Financial Reports: <http://link.deanza.edu/IIID1-8>

Standard IV.D.4

- IV.C.12-1 Board Policy 2430: <http://link.deanza.edu/IVC12-1>
- IV.B.1-1 Board Policy 3100: <http://link.deanza.edu/IVB1-1>
- III.A.12-1 Board Policy 4130: <http://link.deanza.edu/IIIA12-1>
- III.A.1-1 Administrative Procedure 4130: <http://link.deanza.edu/IIIA1-1>
- IV.D.4-1 Board Policy 5300: <http://link.deanza.edu/IVD4-1>
- III.A.5-2 Administrative Performance Appraisal: <http://link.deanza.edu/IIIA5-2>

Standard IV.D.5

- IV.D.5-1 Planning Cycle: <http://link.deanza.edu/IVD5-1>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- I.C.14-1 Facilities Master Plan: <http://link.deanza.edu/IC14-1>

Standard IV.D.6

- IV.D.6-1 Participatory Governance: <http://link.deanza.edu/IVD6-1>
- IV.B.5-1 Chancellor's Advisory Council: <http://link.deanza.edu/IVB5-1>
- III.D.4-4 Budget Advisory Committee: <http://link.deanza.edu/IIID4-4>
- IV.D.6-2 HR Advisory Committee: <http://link.deanza.edu/IVD6-2>
- IV.D.6-3 Diversity and Equity Advisory Committee: <http://link.deanza.edu/IVD6-3>
- III.C.1-8 ETAC: <http://link.deanza.edu/IIIC1-8>
- I.B.1-5 Governance: <http://link.deanza.edu/IB1-5>
- I.A.2-4 Educational Master Plan: <http://link.deanza.edu/IA2-4>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- IV.D.6-4 Chancellor's Messages: <http://link.deanza.edu/IVD6-4>
- IV.D.6-5 Board Highlights: <http://link.deanza.edu/IVD6-5>
- IV.D.6-6 District Spring Convocation: <http://link.deanza.edu/IVD6-6>

Standard IV.D.7

- IV.D.1-4 Delineations of Functions: <http://link.deanza.edu/IVD1-4>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- I.A.1-10 Employee Accreditation Survey: <http://link.deanza.edu/IA1-10>
- IV.C.3-7 Board Policy 3250: <http://link.deanza.edu/IVC3-7>
- IV.B.3-3 District Strategic Plan: <http://link.deanza.edu/IVB3-3>
- IV.D.7-1 Chancellor's Administrative Unit Review: <http://link.deanza.edu/IVD7-1>
- IV.D.7-2 CAC Meeting Summary 4.15.16: <http://link.deanza.edu/IVD7-2>
- IV.D.7-3 CAC Meeting Summary 3.20.15: <http://link.deanza.edu/IVD7-3>

Report Preparation

Editing

Brandon Bailey, Writer/Editor, Office of Communications

Marisa Spatafore, Associate Vice President, Communications and External Relations

Graphic Design

Edwin Carungay, Multimedia Coordinator, Office of Communications

Lori Susi, Web and Print Communications Design Coordinator, Office of Communications

Web Support

Alex Harrell, Senior College Web Coordinator, Office of Communications

Institutional Research

Mallory Newell, Supervisor, Office of Institutional Research and Planning

Accreditation Liaison Officer and Chair of Accreditation Steering Committee

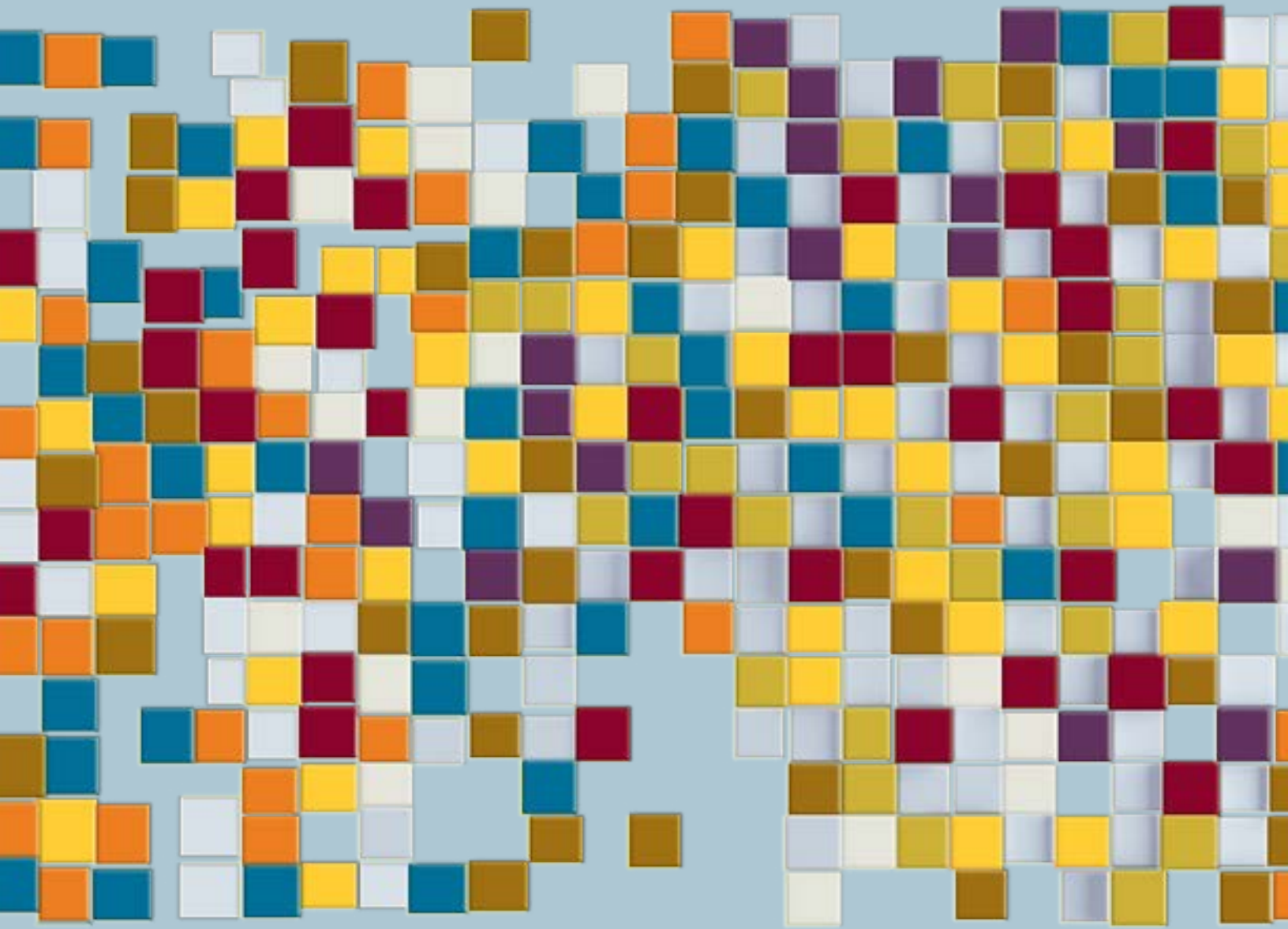
Mallory Newell, Supervisor, Office of Institutional Research and Planning

**Foothill-De Anza Community College
District Board of Trustees**

Laura Casas, President
Bruce Swenson, Vice President
Pearl Cheng
Peter Landsberger
Gilbert Wong

Elias Kamal, De Anza College Student Trustee
Chinwe Idika, Foothill College Student Trustee





21250 Stevens Creek Boulevard
Cupertino, CA 95014

www.deanza.edu